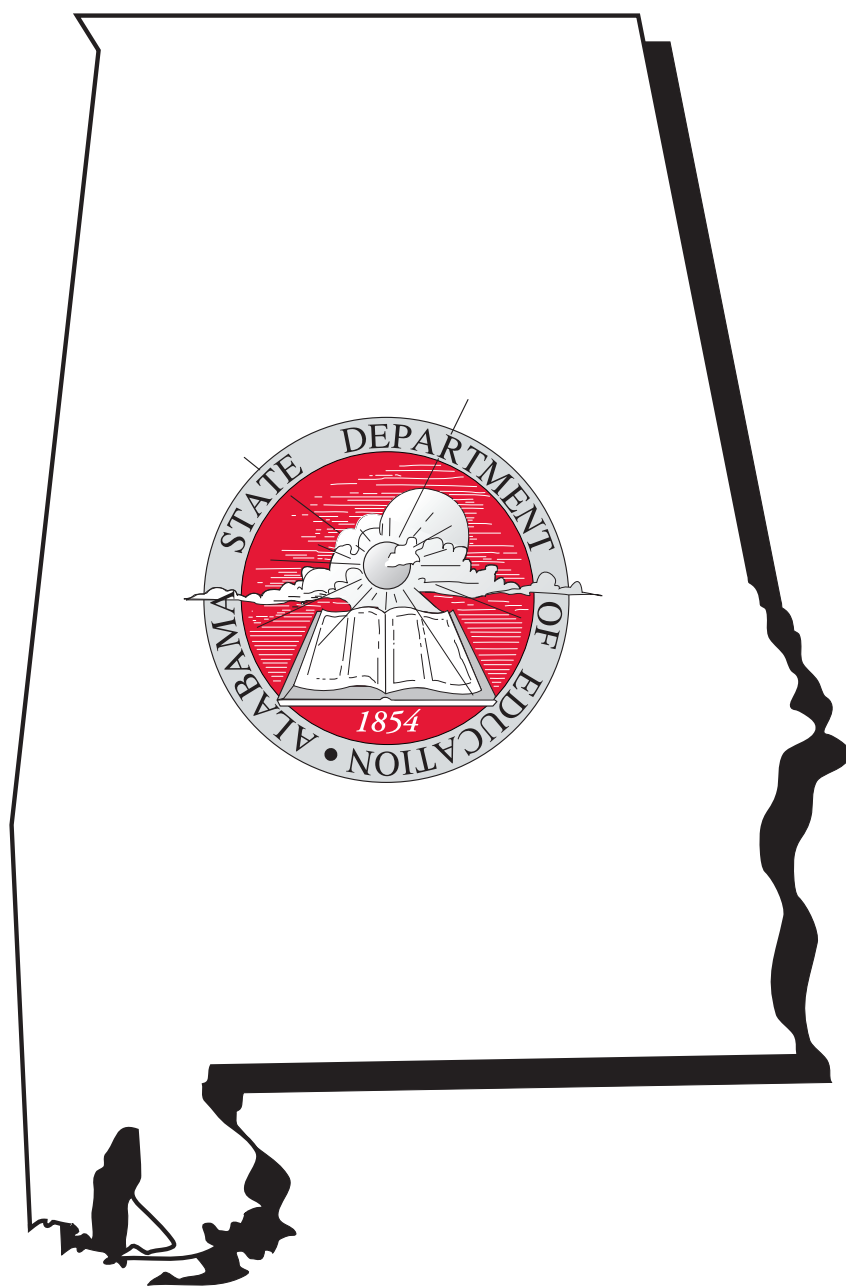


ALABAMA COURSE OF STUDY

ENGLISH LANGUAGE ARTS



STATE SUPERINTENDENT OF EDUCATION'S MESSAGE

Dear Educator:

The *Alabama Course of Study: English Language Arts* presents a sound curriculum designed to prepare students for the English language arts demands of the future in both the workplace and in the postsecondary education setting. Local school system teachers and administrators will find this document to contain a challenging set of standards for students at each grade level. I encourage each system to use the document to develop local curriculum guides to determine how local school students will achieve these standards and perhaps go beyond them.

Local system leadership, school leadership, and effective classroom instruction are instrumental in students' success. Important local decisions include **how** students will accomplish these standards, in **what sequence** teachers will address them, and **how much time** will be allotted for instruction of the standards. These decisions are as significant as the identification of **what** students need to know and be able to do.

I heartily endorse the curriculum goal of student achievement of English language literacy. To help students meet current literacy demands, the research and inquiry strand is an appropriate and important addition in this document. Reading, writing, research, and oral communication skills learned in English language arts classes will be valuable in future pursuits, and they can be applied immediately in all curriculum areas.

JOSEPH B. MORTON
State Superintendent of Education

MEMBERS of the ALABAMA STATE BOARD OF EDUCATION

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Alabama Course of Study: English Language Arts

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PREFACE

The *2007 Alabama Course of Study: English Language Arts* provides the framework for the K-12 study of English language arts in Alabama's public schools. Content standards in this document are minimum and required (*Code of Alabama*, 1975, §16-35-4), fundamental and specific, but not exhaustive. Content standards are aligned at each grade level with the Alabama Direct Assessments of Writing and with the standards and objectives for the reading comprehension and language portions of the Alabama High School Graduation Exam. When developing local curriculum, school systems may include additional content standards to reflect local philosophies and add implementation guidelines, resources, and activities.

The 2006-2007 English Language Arts Course of Study Committee and Task Forces made extensive use of the following documents in developing the minimum required content: *Alabama Course of Study: English Language Arts* (Bulletin 1999, No. 17), *Standards for the English Language Arts* published by the National Council of Teachers of English and the International Reading Association, and *Standards and Objectives (Reading Comprehension, Language, Mathematics, and Science) for the Alabama High School Graduation Exam* (Bulletin 1997, No. 16).

In addition, Committee and Task Forces members read articles in professional journals and magazines, reviewed similar documents from other states, examined national evaluations of state standards, and considered objectives of the *Reading Framework for the 2009 National Assessment of Educational Progress*. The Committee and Task Forces attended state and national conferences, listened to and read suggestions from interested individuals and groups throughout Alabama, considered suggestions from independent reviewers, and discussed each issue and standard among themselves. Finally the Committee reached unanimous agreement that the standards contained herein provide a sound and challenging English language arts curriculum for Alabama's students.

ACKNOWLEDGMENTS

This document was developed by the 2006-2007 English Language Arts State Course of Study Committee and Task Forces composed of early childhood, intermediate, middle school, high school, and college educators appointed by the State Board of Education and business and professional persons appointed by the Governor (*Code of Alabama*, 1975, §16-35-1). The Committee and Task Forces began work in March 2006 and submitted the document to the State Board of Education for adoption at the February 2007 meeting.

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Alabama's K-12 English Language Arts Curriculum

General Introduction

English language arts literacy is the gateway to succeeding in the twenty-first century. The challenges of living in a diverse, global society require a strong foundation for lifelong learning. To this end, the state of Alabama is committed to maintaining a level of academic rigor that challenges all students. To efficiently lead Alabama's students into literacy commensurate with the grade level, the curricular framework for learning requires students to be able to read, interpret, and comprehend a variety of texts; effectively communicate through writing and speaking; manage and apply information; and use critical thinking to gather new information and answer their own questions and those posed to them.

The focus of this framework is to support and connect, as educators and researchers, what students can achieve in the English language arts strands of **reading, literature, writing and language, research and inquiry**, and **oral and visual communication**. The purposes of **reading** vary throughout an individual's life. Beginning readers derive meaning, pleasure, and a sense of accomplishment from unlocking words on a page. As students progress through school, reading skills are essential for success in all areas of the curriculum, and this necessity extends to college, the work environment, and all aspects of daily living. Individuals also continue to enjoy reading and use it to connect to others in society. **Literature** from various cultures and periods provides a bridge from basic print awareness to the more rigorous task of literary analysis. Through the study of literature, students can vicariously experience many places, times, and situations, thus broadening their understanding of mankind throughout history.

Writing is closely related to reading and requires the integration of the conventions of **language**. Students in all grades need the opportunity to expand writing skills through utilization of the steps of the writing process and through a variety of writing activities and genres. Moreover, the acquisition of grammar and usage skills is not an end in itself. The real emphasis is the application of these skills by means of authentic writing experiences.

In this century, more emphasis will be placed on **research and inquiry**, the English language arts strand that further synthesizes the skills of reading, writing, and grammar. It is essential that students acquire a wide range of skills for asking questions, finding information, and solving problems. The standards in the research and inquiry strand provide a framework for students to refine critical-thinking skills and to manage problems encountered both during and after their school years. With the advancement of technology, students have additional means for expressing personal ideas and for relating information gained through research and inquiry. Written and oral presentation of this information is the final step that fuses skills from all other English language arts strands. **Oral and visual communication** is an essential component of our society. Students may use these skills to present the results of research; to communicate effectively with family members, friends, classmates, and teachers; to perform job tasks; or to participate in recreational interests such as theatre.

The English language arts program is designed to prepare students for the challenges of the future. Through high expectations and coordination of English language arts instruction in Grades K-12, teachers are able to lead Alabama's students toward excellence in literacy. With the combined, sustained efforts of all stakeholders, Alabama's students are able to achieve language arts literacy and confidently assume their roles as productive citizens in a diverse society.

Alabama's K-12 English Language Arts Curriculum

Conceptual Framework

The goal of the Alabama K-12 English language arts curriculum, represented on the banner at the top of the following page, is for all students to achieve English language literacy. This is accomplished through a sequential, comprehensive curriculum that develops lifelong, critical thinkers who approach problem solving with confidence.

The academic content standards in this course of study are organized through the strands of **reading, literature, writing and language, research and inquiry**, and **oral and visual communication**. Each strand is represented by a piece of the puzzle that forms the state of Alabama. Content standards in all strands must be mastered in order for Alabama's students to achieve the goal. No strand stands alone; all strands are necessary and depend upon each other for the complete program required for reaching the goal of English language literacy. The strands are found throughout the course of study from kindergarten through high school courses, with concepts and skills increasing in rigor from grade to grade.

Although these standards are presented in separate strands, they are interrelated and are considered parts of a whole. Just as the puzzle pieces are connected, so are the strands connected in classroom instruction. The **reading** strand includes the wide range of processes from the early recognition that letters and combinations of letters represent sounds to the synthesis and evaluation involved in literary analysis. This strand also represents the complex process of gaining or making meaning from text such as analyzing structure and phonetics, using prior knowledge, increasing fluency, applying knowledge of syntax, understanding semantics, and using visual cues and context clues. The **literature** strand includes standards that play a vital role in the development of critical thinking. Analyzing literary texts such as poetry, biographies, essays, and short stories gives students opportunities to reflect on and question their own perspectives and to consider the values and beliefs of other cultures. The **writing and language** strand requires students to employ a wide range of strategies as they appropriately use the writing process components to communicate with different audiences for a variety of purposes. Whether they are learning to orchestrate text or are varying their range of sentence structure to compose texts in various genres and modes, students develop an understanding that attention to structure and form is an essential part of the process of creating and revising text across the curriculum. The standards in the **research and inquiry** strand support an inquiry approach to learning. Students generate questions, identify issues, pose problems, and seek answers. Through gathering, evaluating, and synthesizing data from a variety of sources, students are able to communicate their discoveries in ways that suit their purpose and audience. While the **oral and visual communication** strand, like the other strands, involves spoken and written words, other elements are integrated as students become successful communicators in a global society. Students learn appreciation for formal and informal expressions of information and become aware of appropriate and effective uses of the many modes of communication. Whether students are presenting, viewing, listening to, or responding to information, the knowledge obtained through mastery of the academic content standards in the oral and visual communication strand is a valuable tool that will benefit them for a lifetime.

The content, organization, and alignment of the academic content standards in the English language arts course of study provide all Alabama students and teachers with a clearly written, reasonable, measurable, and developmentally appropriate foundation of skills and knowledge. This foundation prepares students to function as highly skilled communicators at every level of society—local, state, national, and global—whether for personal needs, business demands, or study at the postsecondary level.

Conceptual Framework



Position Statements

Appreciation of Literature and Enjoyment of Reading

An important resolution, passed at the 2006 meeting of the National Council of Teachers of English, affirmed the value of encouraging students to read for appreciation, learning, and enjoyment. To address the full intent of this resolution, it is important for teachers to provide students with a variety of authentic texts, allow students to self-select some of their reading materials, and increase efforts to inspire within students a genuine love of reading. In addition, efforts should be made to increase the quantity of reading to help students expand their reading abilities and bring them into regular contact with new words, sentence structures, and paragraph and story structures.

To help students cultivate a love for reading and an appreciation of literature, teachers should provide students with opportunities for sustained silent reading of student-selected, high-interest reading materials. Such opportunities allow students to naturally develop increased reading fluency and comprehension. However, self-selection of reading materials is not intended to replace direct instruction on assigned or more challenging reading selections. Direct instruction in reading strategies does not detract from reading enjoyment; rather it increases the pleasure that may be gained from reading literature. Substantial amounts of reading time in the classroom should be spent providing instruction in comprehension strategies such as identifying main idea, making inferences, identifying author purpose, distinguishing fact and opinion, summarizing, predicting, and questioning.

Fluency

Fluency is one of the five essential components of reading instruction. Fluency involves both the number of words read per minute and the ability to read with expression. Reading with expression includes combining words in phrases and clauses and pausing appropriately for commas and end punctuation. For most readers, fluent reading requires practice and instruction and cannot occur when students are reading text with many unfamiliar words. Teachers and other competent readers should model fluent reading with material at the student's independent reading level and then have the student read the same passage orally. To achieve reading fluency, several important strategies should be employed as part of reading instruction:

- Allow for repeated readings,
- Provide explanations of why certain words are grouped and connected,
- Provide explanations of why pauses are appropriate at certain places,
- Utilize high interest poetry and story reading materials,
- Allow for reading of quantities of materials without paying special attention to quality, and
- Encourage use of decoding skills to aid in word recognition.

Differentiated Instruction and English Language Learners

Providing differentiated instruction is not only for English language learners (ELLs), nor for struggling readers or special education students, but for all students. Teachers are able to differentiate content, process, and product based upon the fact that learners differ in readiness, interests, and learning styles. Ongoing and diagnostic assessment is at the core of differentiated instruction. All students are able to learn—just not in the same way.

An increasing number of students in today's classrooms come from culturally and linguistically diverse backgrounds and have limited English proficiency. These students are not a homogeneous group of students learning English. Personal, cultural, and educational backgrounds differ significantly and, therefore, require instruction that meets their particular needs.

ELLs require instruction that makes content comprehensible, which accelerates acquisition of academic language proficiency. Appropriate instructional support should include access to literature in the student's heritage language for classroom and homework assignments, integration of multicultural literature and availability of bilingual books, meaningful hands-on activities that contextualize abstract concepts, and use of the heritage language in writing and speaking activities. Instructional strategies should be adjusted as language proficiency increases.

ELLs must simultaneously learn English as a new language and the content area of English language arts. The World-class Instructional Design and Assessment Consortium's *English Language Proficiency Standards* (WIDA ELP Standards) can assist English language arts teachers in Alabama in designing language development objectives that support and develop the English language and content knowledge and skills at the appropriate level of English proficiency. By reviewing the sample language objectives or model performance indicators (MPIs), language arts and reading teachers can determine reasonable learning expectations for ELLs.

Technology

Technology significantly enhances the curriculum and engages students actively in the learning process and therefore should be an integral part of the English language arts classroom. Furthermore, technology allows teachers the opportunity to extend learning experiences beyond the textbook to the realm of primary sources and alternate methods of instruction by appealing to various student learning styles. Teachers must incorporate progressive technological tools that interest and motivate students to use the English language for both construction of meaning and creative expression. Because access to ever-changing technology varies across the state, standards in this document are not dependent on a particular technology, but may be met through available local resources. Nonetheless, providing teachers with current technology is highly recommended if students are to have increased opportunities to develop literacy levels sufficient to meet the demands of the twenty-first century.

Technological equipment and resources available for teacher and student use include, but are not limited to, overhead projectors, televisions, tape recorders, video cassette recorders (VCRs), digital video disk (DVD) players, computers, software programs, videoconferencing, e-mail, sound mixers, video recording and editing equipment, and digital cameras. Technology enhances the effectiveness of instruction, but does not replace the teacher. Teachers model and emphasize ways for students to use and manage technological equipment and resources. From essay writing and research to reading and assessment, instruction that incorporates multiple ways for obtaining information and enhancing expression serves to prepare Alabama's students to achieve excellence in English language literacy.

Assessment

Assessment is an ongoing process that involves identifying student strengths and weaknesses for the purpose of designing an instructional program to meet individual needs. Teachers use the assessment process to modify the instructional program for remediation, enrichment, and effectiveness. Assessment for the English language arts classroom should be both informal and formal. Informal assessment may include teacher observations of students' notes, students' questions, or journal entries, whereas formal assessment may include essays or tests. Whenever possible, teachers should assess student learning using authentic or performance-based activities that actively engage students. Each strand of the language arts curriculum entails a process that can be

assessed using authentic or performance-based assessments. In addition to assessing individual performance, group work should be assessed for skills vital to the real world such as problem solving and interpersonal communication.

Literacy

The English language arts curriculum for the twenty-first century includes the strands of reading, literature, writing and language, research and inquiry, and oral and visual communication that prepare students for their roles as citizens in a diverse society. As in the past, reading, writing, and critical thinking continue to play central roles in the development of literate individuals. As the world changes, however, students must assume a more active role in their learning as they inquire and research using technology and information from a variety of sources to solve complex problems and to compete in a global society. Students are learning how to locate and use information responsibly as they become better readers, writers, and thinkers. The purpose of the English language arts curriculum is to develop English language literacy in all students, which includes the ability to read, write, and speak effectively; to think critically in a diverse society; and to problem solve independently in a complex world. Ultimately, literacy enables students to fully participate in a democratic society. The preparation students receive in the English language arts classroom helps students move into the future as truly literate individuals.

Directions for Interpreting the Minimum Required Content

1. **CONTENT STANDARDS** are statements that define what students should know and be able to do at the conclusion of a course or grade. Content standards in this document contain minimum required content. The order in which standards are listed within a course or grade is not intended to convey a sequence for instruction. Each content standard completes the phrase “*Students will.*”

Students will:

Compare poetry, folktales, and fables in respect to their genre characteristics.

(Third Grade – Content Standard 5)

2. **BULLETS** denote content that is related to the standards and required for instruction. Bulleted content is listed under a standard and identifies additional minimum required content.

Students will:

Use organizing and paraphrasing in the research process.

- Taking notes to gather and summarize information
- Determining details through questioning

(Sixth Grade – Content Standard 14)

3. **EXAMPLES** clarify certain components of content standards or bullets. They are illustrative but not exhaustive.

Students will:

Revise drafts to increase sentence complexity.

Examples: expanding word choice by using phrases, including verbals;
combining short sentences to form complex and compound
sentences

(Twelfth Grade – Content Standard 9)

Kindergarten-Second Grade

Overview

Student Characteristics

Children come to school from diverse literacy backgrounds. Some have been read to frequently and possess a wealth of experience with language, while others have had limited opportunities and may be less capable language users. Five-, six-, and seven-year-olds are developing a sense of themselves, growing in motor coordination, and expanding their social skills. They need many opportunities to make connections with real-world materials, concepts, and experiences. Children in this age range are naturally creative, imaginative, and inquisitive and should be immersed in authentic and relevant language activities and instruction. By being actively engaged in diverse learning experiences, children become intrinsically motivated to read and expand their abilities as language users and communicators.

Instructional Environment

Kindergarten through second-grade students are naturally lovers of language and its rhythms and sounds. They learn best in a print-rich and supportive environment that encourages individual risk-taking. Instruction is student-centered and supported by ongoing assessment of student needs. An effective instructional program consists of phonemic awareness instruction, phonics instruction, fluency instruction, vocabulary instruction, and text comprehension instruction that continues from kindergarten through second grade with an emphasis on comprehension. This program also includes the use of a wide variety of narrative and informational texts. Abundant experiences with quality literature provide students the essential interaction they need for language development. Listening activities are varied and include following oral directions, responding to literature read aloud, and interpreting information. Many opportunities are given for students to recite poems or songs and retell stories in a logical order. Young children also need frequent opportunities to express themselves in writing. These early writing experiences address a variety of purposes and audiences. As students become more aware of the world around them, opportunities to read informational texts, write stories, and develop media presentations become an important component in the classroom.

The ideal instructional environment for the teaching of language arts is a balanced one. To achieve balance between process and skills instruction, teachers use a variety of strategies and methods and take into consideration the needs of all children.

Scope of Content

Development of language competencies is fostered through authentic activities across the English language arts strands. Students in kindergarten through second grade are reading and responding to quality literature, writing and creating visual images for a meaningful purpose, researching to extend knowledge on a variety of topics, and using grammar and word choice appropriate for a specific audience. By placing equal emphasis on both the receptive and expressive English language arts processes, students develop the ability to interpret the meaning of others as well as to express their own ideas.

Literature

Just as students' experiences with stories and books in the home have a great impact upon their early reading aptitude, students' interaction with literature in the impressionable years of Grades K-2 affects their reading growth and attitudes toward reading. Teachers include group instruction and self-selection for independent reading in a variety of genres and types of literature. These categories include nursery rhymes, poetry, fairy tales, adventure stories, folktales, tall tales, fables, picture books, and nonfiction.

Kindergarten

Dependent upon their previous experience with reading and writing, kindergarten students begin school with differing levels of language skills. Through introduction to various forms of narrative texts—nursery rhymes, poetry, big books, and wordless picture books—in an environment where inherent curiosity is encouraged, a kindergarten student is able to begin a lifelong love of reading that will continue outside the classroom.

In the kindergarten curriculum, students learn to string together letters to express their thoughts and utilize basic punctuation to enhance their expression. Through exposure to real-world experiences and resources, their inquisitive nature leads them to perform basic research and investigation utilizing print and nonprint sources. Communication skills are fostered as children are taught to listen for meaning, follow instructions, and take turns in conversation.

MINIMUM REQUIRED CONTENT

Students will:

Reading

1. Exhibit phonemic awareness, including identifying and categorizing phonemes, orally blending phonemes into one-syllable words, segmenting one-syllable words into phonemes, and rhyming.
2. Demonstrate letter-sound association, including matching letters to corresponding spoken sounds and blending letter sounds into one-syllable words, using printed materials.
Examples: initial consonant sounds, final consonant sounds, medial short vowel sounds
3. Identify upper- and lower-case letters.
4. Use words that describe and represent real-life objects and actions.
Example: using words that describe location, size, color, and shape
 - Using a variety of emergent reading materials
Examples: picture books, predictable texts, decodable text, print in the environment
 - Learning new words through stories and explicit instruction
 - Recognizing kindergarten high-frequency words in print
Examples: Dolch word lists, basal reader word lists
5. Demonstrate listening comprehension of passages, including retelling stories and answering questions.
 - Recalling information
Examples: characters, settings, details, main ideas, beginning and ending of story
 - Making predictions to determine main idea or anticipate an ending
 - Responding to stories, asking questions, discussing ideas, and relating events to daily life
 - Identifying correct sequence of events after listening to a story

Literature

6. Identify various forms of narrative texts, including nursery rhymes, poetry, and stories.
 - Naming characters and settings in books and stories
 - Identifying the author and title of a text
7. Recognize basic features of informational text.
Examples: pictures, photographs, captions, facts

Writing and Language

8. Use brainstorming, drawing, and discussion as elements of prewriting in the writing process.
Examples: graphic organizers, storyboards, peer group discussions
 - Drafting by stringing letters together to express thought
 - Revising group or modeled story
 - Using approximate spelling while editing
 - Publishing through reading or displaying work
 - Using basic punctuation
Examples: period, question mark, exclamation point
9. Print upper- and lower-case letters using proper formation, spacing, and letter-line placement.
 - Using correct hand position when holding writing instrument

Research and Inquiry

10. Use print and nonprint classroom, library, and real-world resources to acquire information.
Examples: nonfiction books, videos, personal interviews, Web-based sources, environmental print
 - Identifying parts of a book
 - Using simple charts, maps, and graphs to gain basic information

Oral and Visual Communication

11. Follow one- and two-part oral directions.
 - Responding to various types of literature read aloud
Examples: drawing a picture, composing a song, participating in a discussion
 - Looking at the speaker without interrupting
 - Listening for meaning in oral communication

12. Select appropriate voice level when interacting with others.

Examples: whispering in the library, cheering loudly in the gym

- Using appropriate grammar and word choice for a specific audience
- Reciting short poems, rhymes, songs, and stories with repeated patterns
- Demonstrating the ability to take turns in a conversation
- Making connections to stories read aloud

Examples: text-to-self, text-to-text, text-to-world

First Grade

The focus in first grade is to provide a foundation that fosters independence in reading, writing, listening, speaking, researching, and presenting skills. Students learn to recognize and use a variety of forms of texts and exhibit proper grammar usage in writing and speaking. A balance is important in maintaining the components of the writing process while encouraging the creative-thinking process for each student. Teacher-directed instruction and collaborative learning increase a first-grader's ability to collect information and gain meaning through reading and simple research.

Oral and visual communication skills serve as building blocks for the development of reading and writing as students recite poems, demonstrate the ability to take turns in a conversation, and listen to two- and three-part oral directions. Students develop an awareness of language as they practice these skills in a meaningful context.

Students' active involvement in their environment allows them to construct and understand the relationships among reading, writing, and speaking. Purposeful language experience provides daily opportunities for students to develop and gain insight into the use of the English language.

MINIMUM REQUIRED CONTENT

Students will:

Reading

1. Demonstrate phonemic awareness, including isolating, deleting, and adding phonemes; using onsets and rimes; and identifying initial, medial, and final sounds in one-syllable words.
 - Blending phonemes to produce sounds
2. Utilize predictable letter-sound relationships to decode printed words, including words with consonant blends that require blending 3-4 phonemes into a whole word.
 - Blending sounds to form words
 - Identifying sound-spelling relationships of consonants and vowels
 - Segmenting printed words into phonemes
3. Demonstrate vocabulary skills, including sorting words into categories and deriving word meaning from context within sentences and paragraphs.
Examples: categories—synonyms, antonyms, homonyms
 - Using new words from reading when writing and speaking
 - Recognizing words in the environment
 - Asking questions for clarification
 - Spelling correctly sight words and single-syllable, phonetically regular words

4. Read with comprehension a variety of first-grade narrative and informational reading materials, including recalling information and retelling a story with beginning, middle, and end.
 - Recognizing cues provided by print
 - Making predictions from text clues
 - Stating main ideas about a topic in informational text
 - Connecting events in a story to specific life experiences
 - Monitoring comprehension during reading
 - Drawing simple conclusions
5. Read with fluency simple passages containing simple sentences.
 - Reading 40-60 words per minute
 - Recognizing first-grade high-frequency words by sight
Examples: Dolch word lists, basal reader word lists
 - Attending to end punctuation in phrasing

Literature

6. Recognize a variety of narrative text forms, including fairy tales, adventure stories, and poetry.
 - Identifying characters, settings, problems, and solutions in a variety of texts
 - Comparing story elements through text-to-text connections
7. Use basic features of informational text to distinguish fact from fiction.
Examples: captions, headings, table of contents

Writing and Language

8. Use complete sentences to address a topic or tell a story.
 - Using graphic organizers to outline content
 - Rereading to make revisions
 - Editing for spelling, punctuation, and capitalization
 - Publishing final draft
 - Using descriptive, narrative, and expository modes of writing
 - Writing simple poems addressing a topic
9. Use periods at the end of sentences and capitalization at the beginning of sentences and with the pronoun *I*.
 - Using question marks at the end of asking sentences
10. Use a word that names a person, place, thing, or animal as the subject of a sentence.
 - Using verbs to show action
 - Using adjectives to describe
 - Identifying singular and plural nouns
11. Exhibit proper letter formation, spacing, and letter-line placement in words and sentences.

Research and Inquiry

12. Collect information from print and nonprint resources to investigate a teacher- or student-selected topic.
Examples: nonfiction books, videos, resource persons, interviews, Web-based sources, dictionaries
- Generating oral and written questions to gather information
 - Using parts of a book to locate information
 - Using alphabetical order to the first letter to access information
 - Interpreting information from simple charts, maps, graphs, and directions

Oral and Visual Communication

13. Listen for meaning in conversations and discussions, including looking at the speaker without interrupting.
- Following two- and three-part oral directions
 - Making connections to literature read aloud
Examples: text-to-text, text-to-self, text-to-world
14. Use appropriate intonation when speaking and interacting with others.
- Using grammar and word choice appropriate for a specific audience
 - Reciting poems, rhymes, songs, and stories
 - Demonstrating the ability to take turns in a conversation
 - Expanding vocabulary reflective of a growing range of interests and knowledge
 - Using pictures, objects, music, and computer resources to present information
 - Using the writing process to prepare oral presentations

Second Grade

Students enter second grade with a natural love of language and books. They are prepared to apply knowledge and skills previously learned to become competent communicators and thinkers. Comprehension is the goal as these students use strategies to construct meaning from oral, written, and visual materials.

An effective classroom environment provides both a variety of language experiences and exposure to literature and other print materials. Availability of books, magazines, reference materials, and electronic media allows students opportunities to grow in content knowledge and in their practical use of language. Communication through reading, writing, speaking, and listening helps students develop the essential skills for understanding.

MINIMUM REQUIRED CONTENT

Students will:

Reading

1. Demonstrate phonological skills, including manipulating sounds and words of the English language and identifying syllables in two- and three-syllable words.
2. Apply phonetic strategies to decode unfamiliar and multisyllable words using graphophonemic clues and letter-sound correspondences, including diphthongs and digraphs.
 - Correcting word-recognition errors
Examples: substituting, deleting, omitting
 - Reading phonetically regular and irregular two-syllable words
Examples: regular—table, mitten
irregular—baby, city
3. Exhibit vocabulary skills, including explaining simple common antonyms and synonyms and using descriptive words.
Examples: simple common antonyms—up – down, in – out, above – below
 - Responding to questions
 - Using semantic cues to achieve meaning
 - Recognizing words in the environment
 - Using new words from independent reading of stories and texts
 - Recognizing possessive forms
 - Using correct spelling, including spelling of sight words, spelling of unfamiliar words using phonetic strategies, and checking spelling with a dictionary
 - Identifying multiple-meaning words

2nd

4. Demonstrate comprehension of second-grade reading materials across the curriculum, including drawing simple conclusions, classifying ideas and things, identifying sequence, and retelling directions and information from informational and functional reading materials.

Examples: functional materials—maps, simple tables, atlases, encyclopedias

- Relating events and ideas to specific life experiences
- Answering *what if*, *why*, and *how* questions
- Identifying characters

5. Read with fluency passages containing complex sentences.

Example: sentences with phrases and clauses

- Reading 90-100 words per minute
- Recognizing second-grade high-frequency words
- Examples: Dolch word lists, basal reader word lists
- Using punctuation to help phrase
- Making self-corrections
- Reading with expression

Literature

6. Differentiate among folktales, tall tales, fables, realistic fiction, and other narrative texts.

- Recognizing the author's purpose or intent in a variety of texts
- Inferring the main idea and supporting details in narrative texts
- Summarizing the plot and characters' actions and motivations in narrative texts
- Recognizing morals and lessons in narrative texts

7. Explain how authors use text features to identify key and supporting ideas in informational texts.

Examples: boldface, maps, charts, diagrams

Writing and Language

8. Organize sentences into a paragraph to address a topic or tell a story.

- Sorting information using graphic organizers
- Generating a topic sentence and a concluding sentence in a paragraph
- Drafting a written piece, including an introductory paragraph and a concluding paragraph
- Editing for spelling, punctuation, capitalization, and sentence variety
- Publishing final draft
- Using descriptive, narrative, and expository modes of writing
- Writing free verse poetry to express ideas

9. Demonstrate correct use of question marks and capitalization of names, months, days of the week, and holidays in written expression.
 - Using abbreviations, apostrophes in contractions, and apostrophes in possessives in writing
 - Using commas in writing
Examples: dates, friendly letter greetings, physical address, items in a series
 - Using exclamation points at the end of sentences to show emotion in writing
10. Use concrete nouns and action verbs in written communication.
Examples: concrete nouns—teacher, beach, desk, dog
action verbs—run, eat
 - Describing nouns using adjectives in writing
 - Substituting nouns with pronouns in writing
 - Using singular and plural nouns in writing
11. Write words and sentences legibly with proper spacing in manuscript.
 - Forming upper- and lower-case letters in cursive

Research and Inquiry

12. Utilize research skills to collect and record information on a specific topic.
 - Listing key concepts from texts
 - Locating boldface and italicized words to identify essential information
 - Using captions, illustrations, and photographs to extend meaning of written text
13. Locate information in reference material using alphabetical order.
Examples: dictionary, textbook, nonfiction book
 - Generating oral and written questions before, during, and after research
 - Using table of contents, glossary, and index to locate information
 - Reporting on a specific topic with facts and details

Oral and Visual Communication

14. Respond to various types of literature read aloud.
 - Focusing attention on a speaker without interrupting
 - Following multistep oral directions
 - Interpreting presented information

15. Select appropriate voice tone, gestures, and facial expression to enhance meaning.
 - Using active listening skills
Example: “Stop, Look, and Listen” technique
 - Retelling stories and events in logical order
 - Remaining on topic when speaking
 - Using visual aids, props, and technology in oral presentations
Examples: poster, puppet, slideshow
 - Using appropriate grammar and word choice in oral presentations and in conversations

Third – Fifth Grade Overview

Student Characteristics

Students in Grades 3-5 are by nature inquisitive. As they move through the third, fourth, and fifth grades, many students progress from being teacher-dependent into a more self-guided stage. They respond well to genuine praise. They experience greater social and emotional development, becoming increasingly concerned with pleasing peers. They also become more aware of individual opinions, form strong opinions, and make many of their own decisions. While beginning the transition into the early phases of abstract thinking, students are primarily concrete learners.

Instructional Environment

The instructional environment for Grades 3, 4, and 5 provides a stimulating, print-rich climate that encourages engagement in daily reading and instruction embedded in the context of authentic literature. Students have opportunities to practice many kinds of writing and to develop skills in listening, viewing, speaking, and presenting. Students also utilize available technology to develop communication skills.

Developmentally appropriate instruction is designed to address the predominantly concrete thinking inherent in this age group as well as the emerging abstract thinking. An inquiry- and discovery-based environment is created in which learners are engaged in decision making, problem solving, and purposeful learning. Explicit reading instruction takes place in the context of meaningful whole text. At other times, opportunities are provided for student choice in reading materials and writing topics. Learner differences are addressed through differentiated instruction as well as intervention programs.

Students explore, analyze, and synthesize information through flexible instructional grouping practices. Grouping varies throughout the year to include pairs as well as small and large groups. The environment provides for guided individual and small-group instruction to meet specific learning needs through remediation and enhancement of student learning.

Literacy moves into a productive mode in which students read and write to learn. Phonetics, language structure, and meaning are integrated during text interpretation. Writing skills, grammar usage, and mechanics are integrated through the writing process. Students are taught to edit for correct spelling. Effective instruction in grammar and mechanics also includes the “teachable moments” that occur during the editing stage of the writing process. Speaking, presenting, and writing activities are integrated with listening, viewing, and reading in large- and small-group settings.

Teachers and students collaborate in planning student learning tasks. To foster literacy growth, teachers model reading and writing. They also read to students from materials above students’ instructional level but at their interest level. Literacy growth is also fostered by direct reading instruction guided by learning needs rather than dictated by textbook curriculum.

Assessment is ongoing and varied. Journals, portfolios, rubrics, reports, and projects are an integral part of student assessment as are teacher-made and standardized tests.

Scope of Content

The strands of reading, literature, writing and language, research and inquiry, and oral and visual communication permeate third-, fourth-, and fifth-grade curricula. The scope of content progresses from using concrete thinking toward formal operational thought. Strands include a continuum of skills from identification to understanding to usage; strands are combined and integrated in instruction. A variety of reading sources such as textbooks, literary selections of stories, folktales, biographies, poems, audio recordings, and plays are available to provide informational, functional, and recreational selections for student use. Students compose narrative, descriptive, and expository text as they transition through writing modes. Teachers give emphasis to the developmental processes necessary for writing more complex sentences and multi-paragraph compositions, including some based on research. Students advance from improving skills in composition to creating oral and visual presentations.

Literature

Reading materials for both classroom instruction and for independent reading in Grades 3-5 include a variety of types and genres. Students read complete texts as well as selected passages in multicultural literature and nonfiction texts that include novels, short stories, myths, legends, poetry, folktales, science fiction, biographies, autobiographies, and historical fiction. Magazines, newspapers, and trade books are also important parts of student reading materials.

Third Grade

Third-grade students gain information through reading and listening and then express what they have learned through writing and visually supported oral communication. They continue to express themselves through narrative writing and learn additional modes of expression through descriptive and expository writing. Authentic experiences that integrate reading, literature, writing and language, research and inquiry, and oral and visual communication encourage students to develop self-confidence and assurance in expressing themselves.

These students begin the early phases of transition to abstract thinking; however, they are still primarily concrete learners and are interested in learning tasks that directly relate to their own lives. They continue developing critical-thinking and problem-solving skills as they move into an environment with an increased focus on specific subject-area content.

MINIMUM REQUIRED CONTENT

Students will:

Reading

1. Apply advanced phonetic analysis to multiple-syllable words, including consonants, short vowels, blends, long vowel markers, and *r*-controlled vowels.
2. Demonstrate reading vocabulary knowledge of compound words.
 - Using structural analysis to develop meaning
Examples: prefixes, suffixes, root words
 - Drawing semantic maps
 - Recognizing new synonyms and antonyms
 - Spelling correctly compound words, phonetically regular words, contractions, and possessives, including using a dictionary to check spelling
3. Use a wide range of strategies, including using context clues and predicting outcomes, to comprehend third-grade recreational reading materials in a variety of genres.
Examples: stories, trade books, poems
 - Reading fluently 110-120 words per minute
 - Identifying literary elements and devices
Examples: characters, similes
 - Determining sequence of events
 - Distinguishing fiction from nonfiction
 - Using sentence structure to assist in comprehension
 - Drawing conclusions to determine authors' intent
 - Using self-monitoring for text understanding, including rereading and adjusting rate and speed of reading
 - Using vocabulary knowledge to construct meaning
 - Relating main ideas to prior knowledge and specific life experiences
 - Previewing and predicting to anticipate content
 - Utilizing text features to gain meaning
 - Using prior knowledge and experience

4. Use a wide range of strategies and skills, including retelling information, using context clues, and making inferences to identify main idea, to comprehend third-grade informational and functional reading materials.
 - Using sentence structure to assist in comprehension
 - Distinguishing main idea from details
 - Summarizing passages to demonstrate understanding
 - Utilizing text features to gain meaning
 - Examples: titles, headings, glossary, boldface, index, table of contents, maps, charts, tables
 - Using vocabulary knowledge to enhance comprehension
 - Using self-monitoring for text understanding
 - Following simple written directions
 - Ordering by importance or chronology

Literature

5. Compare poetry, folktales, and fables in respect to their genre characteristics.
6. Recognize linguistic and cultural similarities and differences in multicultural literature.
 - Examples: regional dialects, clothing, food, games
7. Compare fictional characters and events to real-life experiences.
 - Example: relating hardships faced by early settlers in literature to hardships faced by families today
8. Use text features to guide interpretation of expository texts, including italics, headings, maps, and charts.
 - Examples: social studies—locating physical features on a map
 - science—interpreting weather data from charts and tables
 - Interpreting the author’s purpose or intent in a given text

Writing and Language

9. Compose narrative texts using an introductory paragraph, specific time frames, clear sequencing of events, and a conclusion.
 - Determining purpose and audience prior to writing
 - Examples: purpose—writer addresses topic in correct mode
 - audience—writer uses appropriate tone
 - Demonstrating clarity and organization in a composition
 - Composing descriptive texts using sensory details and vivid language
 - Composing expository texts using appropriate sequencing of ideas or steps in a process
 - Using complete sentences, varied sentence structure, and appropriate transition words in a composition
 - Demonstrating the process of prewriting, drafting, revising, editing, and publishing
 - Using graphic organizers during prewriting
 - Using figurative language to enhance written text
 - Examples: simile, onomatopoeia, metaphor, alliteration
 - Utilizing precise vocabulary in written presentations
 - Examples: *gorgeous* instead of *pretty*, *prosperous* instead of *rich*
 - Demonstrating correct spelling in final written text
 - Responding in writing to open-ended questions
 - Utilizing bullets to organize major details and ideas to support a topic
 - Demonstrating the ability to write legibly in cursive
10. Apply mechanics in writing, including capitalization of proper nouns and titles of people and appropriate end marks, abbreviations, and commas with dates.
 - Identifying friendly letter parts and related punctuation marks
 - Using apostrophes with contractions and possessives
 - Underlining or italicizing book titles
 - Using commas to separate items in a series, in a physical address, and before the conjunction in a compound sentence
11. Recognize nouns, verbs, pronouns, conjunctions, and adjectives in written texts.
 - Demonstrating use of nouns, verbs, pronouns, conjunctions, adjectives, and verb tenses in writing
 - Demonstrating use of subject-verb agreement in writing
 - Demonstrating use of forms of adjectives in writing

Research and Inquiry

12. Demonstrate retrieval skills needed to research a topic.
 - Formulating questions based on a topic
 - Using appropriate reference materials
 - Examples: dictionaries, atlases, almanacs, thesauruses, technology resources, news and feature articles
 - Evaluating relevant information gained through research
 - Recognizing text features, including italics, captions, sidebars, photographs, and illustrations

Oral and Visual Communication

13. Demonstrate the ability to follow multistep oral directions.
14. Demonstrate eye contact, articulation, and appropriate voice intonation with oral narrative presentations.
 - Using dramatizations with oral descriptive presentations
 - Using figurative language to enhance oral communication
Examples: simile, onomatopoeia, metaphor, alliteration
 - Utilizing precise vocabulary in oral presentations
Examples: *exceptional* instead of *good*, *brilliant* instead of *smart*

Fourth Grade

Fourth-grade students continue to transition to a greater degree of abstract thinking. While student learning is more directed by the teacher through the use of various instructional methods, students are also encouraged to progress toward more independent learning.

In order for students to master the standards, teachers incorporate a variety of strategies to ensure expansion of needed skills in the areas of reading, literature, writing and language, research and inquiry, and oral and visual communication. Fourth-grade students build on previous knowledge to further develop abilities to use word recognition, comprehension, and writing skills. Reading vocabulary is increased as students benefit from oral reading and self-selected reading materials. Students use reading strategies and skills to increase comprehension of literary, functional, and informational materials. Students increase their understanding of literature as they are introduced to new genres and delve more deeply into the element of story. They compose descriptive text using newly developed skills in mechanics and grammar. Students improve research and note-taking skills by organizing information obtained from reference materials.

MINIMUM REQUIRED CONTENT

Students will:

Reading

1. Demonstrate word recognition skills, including structural analysis.
Example: structural analysis—prefixes, suffixes, root words
 - Producing common word parts
 - Reading multisyllable words
 - Reading compound words, contractions, possessives, and inflectional endings
2. Demonstrate reading vocabulary knowledge, including recognition of a variety of synonyms and antonyms.
 - Using context clues
 - Reading multiple-meaning words
 - Increasing number of sight words

3. Use a wide range of strategies, including distinguishing fiction from nonfiction and making inferences, to comprehend fourth-grade recreational reading materials in a variety of genres.
Examples: novels, short stories, poetry, trade books
 - Skimming passages to understand significance of passage
 - Summarizing passages to restate information
 - Comparing and contrasting to extend meaning
 - Using knowledge of sentence structure and context to enhance comprehension
 - Using self-monitoring for text understanding, including rereading and adjusting rate and speed of reading
 - Using vocabulary knowledge to enhance comprehension
 - Reading fluently with expression and attention to punctuation
 - Drawing conclusions to determine content not directly stated
 - Asking and answering questions
 - Relating events, ideas, and characters to prior knowledge and specific life experiences
4. Identify literary elements and devices, including characters, important details, and similes, in fourth-grade recreational reading materials and details in fourth-grade informational reading materials.
 - Identifying main idea
 - Identifying author's purpose
5. Use a wide range of strategies and skills, including using sentence structure, locating information, and distinguishing fact from fiction, to comprehend fourth-grade informational and functional reading materials.
 - Determining sequence of events in informational and functional texts
 - Distinguishing fact from opinion in informational text
 - Summarizing passages to demonstrate understanding
 - Comparing and contrasting to extend meaning
 - Using self-monitoring for text understanding, including rereading and adjusting rate and speed of reading
 - Using text features to gain meaning
Examples: titles, headings, glossary, boldface, index, table of contents, tables, charts, graphs
 - Previewing to anticipate content
 - Using note-taking skills, including highlighting and outlining
 - Detecting obvious bias in informational text
 - Recognizing persuasive techniques in informational text
Examples: bandwagon, snob appeal

Literature

6. Compare genre characteristics of tall tales, fantasy, myths, and legends, including multicultural literature.
7. Compare story elements and experiences and feelings of literary characters to students' lives.
 - Describing how events, settings, and characterization encountered in written text influence the thinking of the reader
 - Identifying author's craft and technique for conveying intended message
 - Examples: dialogue, exaggeration, alliteration, imagery, parallel structure, logical arguments

Writing and Language

8. Compose descriptive texts using an introductory paragraph, sensory details, vivid language, and a conclusion.
 - Determining purpose and audience prior to writing
 - Examples: purpose—writer addresses topic in correct mode
 - audience—writer uses appropriate tone and language
 - Demonstrating clarity and organization in a composition
 - Composing expository texts using a main idea with three supporting details
 - Composing narrative texts using a definite time frame, selected tone, and a clear sequence of events
 - Examples: selected tone—sarcastic, angry, humorous, respectful
 - Writing complex sentences to vary sentence structure
 - Correcting sentence fragments and run-on sentences in writing
 - Demonstrating the process of prewriting, drafting, revising, editing, and publishing
 - Demonstrating usage of graphic organizers during prewriting
 - Spelling correctly in final written texts
 - Bulleting major ideas during prewriting
 - Utilizing figurative language to enhance written communication
 - Examples: simile, metaphor, onomatopoeia, personification
9. Respond in writing to open-ended questions.
 - Utilizing bullets to organize major details and ideas to support a topic
10. Apply mechanics in writing, including capitalization of business and friendly letter parts and envelope addresses and use of punctuation, including apostrophe with contractions, underlining or italicizing of book titles, and commas to separate items in a series and in a physical address.
 - Capitalizing proper adjectives and the first word in direct quotations
 - Applying correct punctuation in a direct quotation, including quotation marks, commas, and end marks
 - Using commas correctly in a compound sentence
 - Using apostrophes with possessives
 - Writing sentences without the use of double negatives

11. Demonstrate knowledge of subject-verb agreement with simple subjects and correct usage of regular and irregular verb forms.

Examples: subject-verb agreement—she walks, they walk
 regular verb form—like, liked, liked
 irregular verb form—draw, drew, drawn

- Differentiating among helping, linking, and action verbs
- Demonstrating correct use of nouns, pronouns, conjunctions, adjectives, and adverbs

Research and Inquiry

12. Organize information on a specific topic obtained from grade-appropriate reference materials.
 Examples: dictionaries, online resources, thesauruses, atlases, news and feature articles

- Formulating research questions
- Using paraphrasing to convey ideas from resources
- Using note-taking skills to gather information

Oral and Visual Communication

13. Demonstrate eye contact, articulation, and appropriate voice intonation with descriptive presentations.

- Using demonstrations with oral expository presentations
- Using figurative language to enhance oral communication
 Examples: simile, metaphor, onomatopoeia, personification
- Utilizing precise vocabulary in oral presentations
 Examples: *leap* instead of *jump*, *miniature* instead of *little*

14. Identify strategies of a skillful listener, including attending to the listening task and assigning meaning to the message.

Fifth Grade

Fifth-grade students engage in numerous learning activities to attain the required knowledge and skills for solving problems and thinking critically in all aspects of the English language arts curriculum. Students are transitioning from concrete to more abstract thinking and are refining their language abilities.

Fifth-graders continue to develop a wide range of applied strategies to comprehend functional, informational, and literary texts and to create written compositions. To achieve this, teachers place emphasis on reading, literature, writing and language, research and inquiry, and oral and visual communication. Ideas, opinions, and information are expressed through narrative, descriptive, expository, and persuasive writing. Research and inquiry provide opportunities for students to use search strategies. Through written expression, students demonstrate knowledge of grammar and usage concepts and apply mechanics in their writings.

MINIMUM REQUIRED CONTENT

Students will:

Reading

1. Demonstrate reading vocabulary knowledge, including recognition of multiple-meaning words.
 - Identifying word “chunks” or parts
Example: *mark, remark, or able* in *remarkable*
 - Recognizing inflected endings
Examples: *ed, ing*
 - Identifying possessives and contractions
2. Use a range of strategies, including drawing conclusions such as opinions about characters based on their actions and summarizing passages, to comprehend fifth-grade recreational reading materials in a variety of genres.
 - Determining sequence of events in recreational reading materials
 - Comparing and contrasting to extend meaning
 - Distinguishing fiction and nonfiction
 - Using sentence structure and context to determine meaning
 - Using prior knowledge and experience to interpret meaning
 - Skimming passages to obtain primary message
 - Inferring motive of characters
3. Recognize the use and effect of literary elements and devices, including setting, character traits, stated purpose, metaphors, and simple symbolism to gain information from various text formats, including tables and charts.
 - Recognizing persuasive techniques
 - Identifying main idea and supporting details
 - Recognizing use of personification
 - Identifying implied purpose

4. Use a wide range of strategies and skills, including using text features to gain meaning, summarizing passages, and drawing conclusions, to comprehend fifth-grade informational and functional reading materials.
 - Determining sequence of events
 - Determining cause and effect
 - Distinguishing fact from opinion
 - Using previewing and predicting skills to determine content
 - Using sentence structure and context to determine word meaning
 - Using prior knowledge and experience to interpret meaning
 - Using self-monitoring for text understanding
 - Examples: rereading, accessing prior knowledge and experiences
 - Using expanded vocabulary to determine word meaning
 - Recognizing persuasive techniques
 - Skimming passages to understand significance of passage
 - Using reference materials

Literature

5. Compare genre characteristics of autobiographies, biographies, and historical fiction, including multicultural literature.
6. Use text features, including indexes, tables, and appendixes, to guide interpretation of expository texts.
 - Examples: social studies—interpreting a table comparing native American cultures
science—interpreting a table using everyday indicators that identify common acids and bases

Writing and Language

7. Compose expository texts using an introductory paragraph that includes a main idea; supporting paragraphs with a minimum of three reasons, explanations, or steps in a process; and a conclusion.
 - Determining purpose and audience prior to writing
 - Examples: purpose—writer addresses topic in correct mode
audience—writer uses appropriate tone
 - Demonstrating clarity and organization in a composition
 - Using appropriate transition words in a composition
 - Using appropriate prewriting strategies
 - Examples: brainstorming, using graphic organizers
 - Composing persuasive texts, including a minimum of three reasons that support a stance or position
 - Composing narrative texts using a definite time frame, a clear sequence of events, and a selected tone
 - Examples: selected tone—sarcastic, humorous, respectful
 - Composing descriptive texts using an introductory paragraph, sensory details, vivid language, and a conclusion

8. Express meaning through writing varied sentence structure, detailed paragraphs, and multi-paragraph compositions in an organized manner.
 - Editing writing for clarity of thought
 - Correcting awkward sentence construction, redundancy, fragments, and run-ons in written presentations
 - Utilizing precise vocabulary in oral and written presentations
Examples: *sauntered* instead of *walked*, *scurried* instead of *ran*
 - Bulleting major details and ideas to support a topic or subject
 - Responding in writing to open-ended questions
9. Apply mechanics in writing, including capitalization of first word in a direct quotation and use of punctuation, including quotation marks and comma with direct quotations, colon to introduce a list, and commas after introductory words, with a noun of direct address, and in a compound sentence.
 - Using quotation marks with titles of short stories and poems
 - Capitalizing proper adjectives, titles of books, and works of art
 - Using apostrophes with possessives
10. Demonstrate knowledge of grammar and usage concepts, including subject-verb agreement with a compound subject; present, past, and future verb tenses; forms of adjectives; forms of nouns; and subject, object, and possessive pronouns.
 - Writing sentences without the use of double negatives
 - Identifying homonyms, homophones, and homographs
Examples: homonym—as in a *bat* and a ball, a *bat* in a cave
homophone—as in a *bear* in a forest, a *bare* spot in the lawn
homograph—as in a *bass* in a lake, a *bass* singing voice
 - Using irregular verbs in writing
 - Using adjectives, adverbs, conjunctions, nouns, and verbs in writing
 - Demonstrating correct use of prepositions and interjections

Research and Inquiry

11. Use search strategies in the research process to identify reliable current resources and computer technology to locate information.

Oral and Visual Communication

12. Demonstrate eye contact, articulation, and appropriate voice intonation with expository presentations.
 - Using dramatizations with oral persuasive presentations
Examples: role play, Reader's Theater
 - Using figurative language found in literature to enhance oral communication
Examples: personification, idiom, metaphor, simile, hyperbole, onomatopoeia, alliteration, symbolism
13. Apply strategies of a skillful listener, including maintaining eye contact, attending to the listening task, and assigning meaning to the message.

Sixth – Eighth Grade Overview

Student Characteristics

Individual middle school students progress from preadolescence to adolescence at vastly different rates. They undergo physical, social, emotional, and intellectual changes that affect their daily learning experiences. Sensitive to the perceptions of peers, they are beginning to assert their independence when dealing with adults. However, this process is neither sequential nor predictable, and often includes periods of fluctuation between adolescence and preadolescence. Students begin to broaden their literacy repertoire with exposure to additional genres, new writing forms, advanced literary elements, and extended vocabularies. In turn, the newly acquired communication skills lead to increased critical-thinking abilities. As middle school students move from concrete thinking to abstract concepts, they begin to question others' messages and points of view while learning to express and justify their own.

Instructional Environment

Middle school students exhibit the full range of learning styles and require both differentiated instruction and assessment opportunities to reach their unique potential as learners. Students extend grammar, spelling, and vocabulary concepts mastered in English language arts into other curricular areas. Reading strategies afford students powerful tools for comprehension in every content area. Similarly, strong writing skills give students a means for expressing their knowledge, beliefs, and opinions to various audiences. Students develop questioning and research strategies that assist them in organizing and presenting information in oral, visual, and written formats.

Scope of Content

Through reading, students acquire information and build knowledge about a variety of topics, places, and people. Literature exposes students to different genres and allows them to interpret the author's meaning while developing critical-thinking skills. Students in Grades 6-8 use writing and language to express themselves clearly and to justify their thoughts and experiences. Oral and visual communication enhances their ability to articulate ideas and to react appropriately to what they have read and heard. Through research and inquiry, students acquire the necessary tools for gathering and analyzing information for formal and informal purposes.

Literature

Classrooms in Grades 6-8 provide easy access to a variety of reading materials through classroom libraries and teacher-planned trips to school libraries. Both classroom instruction and stories and books for independent, self-selected reading include multicultural selections from classics and contemporary authors of mystery or suspense, fantasy, science fiction, adventure, plays, poetry, and nonfiction. Students make choices about much of their independent reading that will contribute to the appreciation and enjoyment of varied reading materials throughout their lives.

Sixth Grade

Sixth-grade students are transitioning from childhood to adolescence, which is characterized by physical, social, emotional, and cognitive changes. Students in this grade continue to build upon previous learning through knowledge and use of literature, writing, and communication skills. They are encouraged and given more opportunities to express themselves and share information in a variety of formats that support creativity and some risk-taking in the use of language.

Grade 6 students assume a more analytical approach to literature. They explore a wider repertoire of literary works that illustrate the linguistic and cultural diversity found in today's society. Students compose persuasive essays with an increased awareness of grammar conventions and writing mechanics as well as an awareness of the importance of using an extended vocabulary. They continue to broaden their knowledge of research and inquiry strategies and oral and visual communication skills.

MINIMUM REQUIRED CONTENT

Students will:

Reading

1. Apply strategies, including making complex predictions, interpreting characters' behaviors, and comparing and contrasting, to comprehend sixth-grade recreational reading materials.
Examples: complex predictions—order of events, potential conflicts
 - Identifying supporting details
 - Using context clues to determine meaning
 - Identifying sequence of events
 - Making generalizations from text information
2. Interpret literary elements and devices, including implied main idea, conflict, and personification.
 - Identifying the climax
3. Apply strategies that include making complex predictions, identifying the likely source of a text, and comparing to comprehend sixth-grade informational and functional reading materials.
Examples: complex predictions—results of actions, expected learning from a chapter or unit
 - Drawing conclusions to extend meaning
 - Making generalizations
 - Using context clues to determine meaning
 - Identifying sequence of events
 - Previewing text features before readingExample: headings

4. Recognize the use of text elements, including implied main idea, explicit cause-effect relationships, and persuasive techniques, in sixth-grade informational and functional reading materials.
 - Identifying details related to main idea

Literature

5. Analyze short stories, novels, plays, myths, and nonfiction materials for distinguishing characteristics.
 - Identifying odes, ballads, epic poetry, and science fiction
 - Identifying figurative language in various literature selections
6. Identify the author's purpose as entertainment, information, or persuasion in selected works.
7. Identify examples of literary selections that illustrate linguistic and cultural diversity.
Examples: *The Keeping Quilt*, *The Watsons Go to Birmingham*, *Red Scarf Girl*, *Habibi*, *Romiette and Julio*

Writing and Language

8. Compose in persuasive mode for a specific purpose and audience, including clearly stated opinions with supporting details and reasons or examples to influence thought or action.
 - Using the steps of the writing process, including prewriting, drafting, revising, editing, and publishing in all forms of written composition
 - Demonstrating use of graphic organizers for prewriting and drafting
Examples: outlines, Venn diagrams, semantic webs, storyboards
 - Organizing content of paragraphs and other written compositions, including topic sentences, supporting sentences, and concluding sentences with varied sentence structure
 - Using transitional words or phrases to help create coherence in compositions
 - Using tone appropriate to the topic, purpose, and audience
9. Utilize vocabulary and spelling skills, including using homonyms, synonyms, and antonyms, in writing.
10. Use punctuation correctly in writing, including apostrophes to show possession and semicolons joining two independent clauses.
Example: The Yankees won all of their games; the Cardinals lost only two games.
 - Punctuating titles with quotation marks, underlining, and italics in writing
 - Using semicolons, conjunctive adverbs, and commas to join two independent clauses or to correct run-on sentences in writing
Example: We left late; however, we still arrived on time.
 - Using commas to set off nonessential appositives in writing
 - Identifying comma splice errors in writing
11. Apply rules governing capitalization of proper adjectives, map directions and regions of the country, seasons, titles, words showing family relationships, subjects and courses, and divided quotations.
12. Apply grammar conventions in writing with consistent verb tense; nominative, objective, and possessive pronouns; and subject-verb agreement when interrupted by a prepositional phrase.

Research and Inquiry

13. Utilize resource materials for supporting evidence in compositions.
14. Use organizing and paraphrasing in the research process.
 - Taking notes to gather and summarize information
 - Determining details through questioning

Oral and Visual Communication

15. Recognize speech forms, including dialects and idioms.
Examples: dialects—Appalachian, Gullah
idioms—“raining cats and dogs,” “in hot water”
16. Demonstrate eye contact, articulation, and appropriate voice intonation with persuasive presentations.
17. Use listening skills for remembering significant details, directions, and sequences.
 - Summarizing messages for content and purpose
 - Practicing note-taking skills to gather and summarize information
 - Paraphrasing spoken messages to summarize or clarify
 - Recognizing propaganda as an art of persuasion in evaluating content and purpose

Seventh Grade

Students in seventh grade undergo a variety of physical, social, emotional, and intellectual changes. As they continue to explore their identities, seventh graders expand their knowledge of reading skills, literature, and oral communication. Through this development, students acquire extended vocabulary skills through reading culturally diverse literature.

The strands of reading, literature, writing and language, research and inquiry, and oral and visual communication are integrated daily across the curriculum. Beyond the classroom, these English language arts skills are required for students to flourish in a productive society. The experiences teachers provide greatly influence students' progress toward becoming lifelong learners and appreciators of language and literature.

MINIMUM REQUIRED CONTENT

Students will:

Reading

1. Apply strategies appropriate to the type of reading material, including setting purposes for reading and making generalizations, to comprehend seventh-grade recreational reading materials.
 - Distinguishing factual from fictional materials
 - Determining sequence of events
 - Using specific context clues to determine meaning of unfamiliar words
 - Applying self-monitoring strategies for text understanding
 - Drawing conclusions to interpret unstated intent
 - Analyzing predictions, including confirming and refuting
2. Relate literary elements and devices to each other, including main idea and supporting details, climax, point of view, and imagery.
 - Determining mood
 - Recognizing use of flashback
3. Distinguish among the major genres, including poetry, short stories, novels, plays, biographies and autobiographies, and subgenres such as folktales, myths, parables, fables, and science fiction, based on their characteristics.
4. Apply strategies that include setting purposes for reading, distinguishing fact from opinion, making generalizations, and reviewing to comprehend seventh-grade informational and functional reading materials.
 - Determining sequence of events to enhance text understanding
 - Using specific context clues to determine meaning of unfamiliar words
 - Applying self-monitoring strategies for text understanding
 - Drawing conclusions to determine unstated intent
5. Recognize the use of textual elements, including main idea and supporting details, to gain information from various text formats, including graphs.

Literature

6. Analyze nonfiction, science fiction, mystery or suspense, fantasy, and adventure for distinguishing characteristics.
 - Classifying plot elements as exposition or hook, conflict, rising action, climax, falling action, or resolution
7. Interpret the author's message in various literary, informational, and functional texts.

Examples: literary text—nonfiction, science fiction, suspense, fantasy, adventure
informational and functional texts—laws, directions, newspapers, advertisements, Internet sources, pamphlets

 - Comparing various types of informational and functional texts
8. Compare selections of culturally diverse literature and their characteristics.

Examples: Native American, Hispanic, African American, Indian, European, Asian, Middle Eastern

Writing and Language

9. Compose in descriptive, narrative, expository, and persuasive modes with a thesis sentence and introductory, supporting, and concluding paragraphs when appropriate.
 - Using transitional words and phrases for coherence
 - Composing various genres of literature by imitating an author's style, form, and purpose

Examples: poetry, short story, folktale, tall tale, nonfiction, science fiction, suspense, fantasy, adventure, contemporary realistic fiction, legend, fable, myth
 - Using figurative language when writing in various genres
10. Apply mechanics in writing, including commas to set off nouns of address and following introductory phrases and clauses.
 - Punctuating titles correctly using quotation marks, underlining, or italics

Examples: quotation marks—short stories
underlining or italics—books, magazines, newspapers
 - Using semicolons, conjunctive adverbs, and commas to join two independent clauses or to correct run-on sentences
 - Demonstrating correct sentence structure by avoiding comma splices
 - Using commas to set off nonessential clauses and appositives

11. Apply grammar conventions in writing to pronoun-antecedent agreement and to subject-verb agreement with inverted word order and with indefinite pronouns as subjects.
 - Identifying gerunds, infinitives, and participles in writing
 - Using degrees of comparison in writing

Examples: good, better, best; beautiful, more beautiful, most beautiful
 - Identifying sentence patterns in writing

Examples: subject→verb (S→V)
 subject→action verb→direct object (S→AV→DO)
 subject→action verb→indirect object→direct object
 (S→AV→IO→DO)
 subject→linking verb→predicate nominative (S→LV→PN)
 subject→linking verb→predicate adjective (S→LV→PA)
 - Using compound and complex sentences in writing

Research and Inquiry

12. Cite sources used in the research process.

Examples: author, title, page numbers, date of publication, publisher or uniform resource locator (URL)
13. Apply steps in the research process to identify a problem or issue, locate resources and information, and present findings.
 - Taking notes to gather and summarize information

Oral and Visual Communication

14. Present findings from inquiry and research using a variety of resources.

Examples: projects, brochures, display boards, speeches, multimedia presentations
15. Demonstrate listening skills, including identifying the main idea, detail, purpose, and bias in group discussions, public speeches, and media messages.

Eighth Grade

Students in Grade 8 broaden their ability to combine prior knowledge with new information. They are given frequent opportunities to enhance skills in reading, writing, discussing, and giving oral reports. Students become more proficient in revising and editing as they master grammar and usage concepts. They also continue to develop the necessary self-confidence for meeting the expectations of high school.

Students benefit when teachers in all subject areas coordinate instruction in a manner that allows them to see relationships among subject areas. This helps them become more cognizant of the need for good writing skills, not only in the area of English language arts, but also in all other subject areas. These experiences encourage students to become more adept in their communication skills.

MINIMUM REQUIRED CONTENT

Students will:

Reading

1. Apply strategies, including making inferences to determine theme, confirming or refuting predictions, and using specific context clues, to comprehend eighth-grade recreational reading materials.
 - Applying self-monitoring strategies for text understanding
 - Distinguishing fact from fiction to enhance understanding
 - Determining sequence in recreational reading materials
2. Evaluate the impact of setting, mood, and characterization on theme in specific literary selections.
 - Identifying components of plot
3. Distinguish among the subcategories of poetry, such as ballads, lyric poems, epics, haiku, and limericks, based on their characteristics.
 - Identifying rhythm and rhyme scheme
4. Apply strategies appropriate to type of reading material, including making inferences to determine bias or theme and using specific context clues, to comprehend eighth-grade informational and functional reading materials.
 - Applying self-monitoring strategies for text understanding
 - Comparing predicted with actual content in informational and functional reading materials
 - Distinguishing fact from opinion in informational reading materials
 - Confirming author's credentials
 - Determining sequence of steps, events, or information

Literature

5. Explain distinguishing characteristics of odes, ballads, epic poetry, historical documents, essays, letters to the editor, and editorials.

6. Analyze works of literature for character motivation, mood, tone, theme, similarities across texts, and literary devices.

Writing and Language

7. Compose a business letter, including heading, inside address, salutation, body, closing, and signature.
8. Write in narrative, expository, and persuasive modes with attention to descriptive elements.
Examples: descriptive elements—sensory detail, figurative language, spatial relationships
9. Apply mechanics in writing, including using quotation marks, underlining, and italics to punctuate titles and using semicolons, conjunctive adverbs, and commas to join two independent clauses or to correct run-on sentences.
 - Demonstrating correct sentence structure by avoiding comma splices in writing
 - Using commas to set off nonessential clauses and appositives in writing
10. Use prepositional phrases and compound, complex, and compound-complex sentences to vary sentence structure.
Example: determining variety in sentence structure by diagramming or identifying patterns in selected sentences
 - Using gerunds, infinitives, and participles in writing
 - Recognizing active and passive voice in writing
 - Applying subject-verb agreement rules with collective nouns, nouns compound in form but singular in meaning, compound subjects joined by correlative and coordinating conjunctions, and subjects plural in form but singular in meaning
11. Write sentence patterns common to English construction.
Examples: subject→verb (S→V)
subject→action verb→direct object (S→AV→DO)
subject→action verb→indirect object→direct object
(S→AV→IO→DO)
subject→linking verb→predicate nominative (S→LV→PN)
subject→linking verb→predicate adjective (S→LV→PA)
12. Identify the correct use of degrees of comparison, adjectives and adverb forms, and subject-verb agreement with collective nouns when verb forms depend on the rest of the sentence and with compound subjects, including those joined by *or* with the second element as singular or plural.
 - Recognizing parallelism in phrases and clauses

Research and Inquiry

13. Combine all aspects of the research process to compose a report.
Examples: outline, rough draft, editing, final copy, works-cited page
 - Taking notes to gather and summarize information
 - Using paraphrasing and documentation of sources to avoid plagiarism

Oral and Visual Communication

14. Identify characteristics of spoken formal and informal language.
Examples: formal—Standard English, no slang
informal—dialect, slang

Ninth – Twelfth Grade

Overview

Student Characteristics

High school students grow significantly as writers, readers, and researchers as they progress from ninth grade to twelfth grade. They continue to develop physically, emotionally, and intellectually as well as strive to express their individuality and achieve greater independence. Mastery of English language arts skills at the high school level, along with skills and knowledge gained from other content areas, enables students to transition successfully from high school to postsecondary education or to the working world.

Instructional Environment

The goal for instruction is for all students to learn. Therefore, the instructional environment is one in which all students have equal opportunities for achieving their learning potential. In designing instruction, careful consideration is given to addressing the individual learning needs of students. This requires teachers to use a variety of instructional strategies such as projects, demonstrations, and cooperative small groups in addition to traditional techniques. Both formal and informal assessments are also provided to address learning styles and to give students ongoing results regarding progress. The English language arts classroom supports student learning by providing ample materials for learning—including the use of technology—to facilitate student acquisition of knowledge and skills.

Scope of Content

The Grades 9-12 English language arts content is carefully aligned with the Grades 9-12 content of the 2004 *Alabama Course of Study: Social Studies* and with the national standards document, *Standards for the English Language Arts*, published by the National Council of Teachers of English and the International Reading Association. By aligning social studies content with English language arts content, students are able to see the interrelationship between the history of the United States and the world and the literature that grew from that history.

While the five strands across the grade levels remain constant, the level of critical thinking displayed, as well as the complexity of content, increases in rigor at each successive grade level. In the reading and literature strands students examine authors' styles, vocabulary, literary components, and persuasive strategies. The writing and language strand culminates in the application of skills mastered at a significantly complex and sophisticated level. Standards in the research and inquiry strand become more demanding. Although not all research results in a formal paper, ninth grade students support a thesis on a nonliterary topic, tenth graders support a thesis on a literary or nonliterary topic, eleventh graders support a thesis on a literary topic, and seniors research a teacher-approved topic of interest. The oral and visual communication strand prepares learners to function effectively in both employment and postsecondary educational settings. In practice, these strands are integrated, thereby enabling students to see the relevance of what they are learning.

Literature

Classroom instruction and independent reading across the senior high grades provide rich multicultural experiences in literature from around the world as students read primarily world literature in Grade 9, primarily pre-twentieth century American literature in Grade 10, American literature of the twentieth and twenty-first century in Grade 11, and British literature in Grade 12. This sequence of study helps students see relationships between their literary studies and their study of world and American history. Typically, a Shakespearean drama is included in classroom instruction in Grades 9, 10, and 12. Usually those plays are *Romeo and Juliet*, *Julius Caesar*, and *Macbeth* respectively, although this is a local school system choice. An American drama is usually selected for eleventh grade.

Ninth Grade

Ninth graders are gaining greater social independence while continuing to need guidance in developing their personal and academic potential as they achieve higher levels of ability in reading, speaking, and writing. These students are moving from purely personal reactions to literature to critical responses. This period marks an increase in student control of all aspects of language.

The ideal classroom environment for ninth graders is one that shows sensitivity toward their social and academic needs. Instructional delivery may include collaborative learning, teacher-led instruction, and independent study. A variety of learning activities are employed to address different learning styles and to actively engage all students in learning.

By increasing the level of expectations in language use, ninth graders strengthen their foundation in all English language arts strands. They become more strategic in their approach to reading increasingly complex selections. While the focus in reading is on world literature, students learn to synthesize information from texts as they extend skills to content-area texts. Similarly, students expand their control of the writing process. In addition, students manage the research process to support a thesis on a topic of personal interest and increase their media literacy by becoming more strategic consumers of oral and visual information.

MINIMUM REQUIRED CONTENT

Students will:

Reading

1. Identify genre, tone, and plot in short stories, drama, and poetry and identify organizational structure in essays and other nonfiction text to comprehend ninth-grade recreational reading materials.
Examples: plot—exposition, conflict, rising action, climax, falling action, denouement
 - Reading predominantly world literature
2. Compare the use of language and literary elements and devices, including rhythm, rhyme scheme, tone, and plot, in various selections, cultures, and genres.
Examples: language—Standard English usage versus dialect, length and complexity of sentences, diction
literary elements and devices—flashback, personification
 - Interpreting symbolism and other figurative language
 - Recognizing foreshadowing to anticipate events
 - Making inferences about characters and their motives
 - Determining effectiveness of diction
 - Recognizing use of analogy

3. Read with comprehension a variety of ninth-grade informational and functional reading materials, including recognizing tone and propaganda.
Examples: functional materials—telephone books, labels on medicine containers, consumer product information, directions, newspapers, messages, recipes
 - Organizing steps of a process and other sequences
 - Identifying organizational structure
Example: matching structure to a graphic organizer
 - Recognizing fallacies in logic
 - Following complex written directions

Literature

4. Identify literary components that contribute to authors' styles.
Examples: length and complexity of sentences, diction, Standard English usage versus dialect
5. Identify persuasive strategies, including propaganda, in world literature selections.
6. Determine word meaning in world literature selections using word analysis and context clues.
 - Identifying the etymology of words

Writing and Language

7. Write in narrative, expository, and persuasive modes using figurative language and imagery, including simile and metaphor, when effective and appropriate.
Examples: essay, letter of complaint
 - Using an abbreviated writing process to write an essay in timed and untimed situations
 - Using verbals to increase sentence complexity
 - Using a variety of patterns to organize information in multi-paragraph writings
Examples: chronological order, cause and effect, order of importance
 - Developing an effective voice suitable for audience and purpose
 - Using a variety of sentence patterns
Example: determining use of structural variety by diagramming selected sentences
 - Using active and passive voice when appropriate
8. Critique paragraphs for logical progression of sentences.
9. Identify factors that influence the development of language.
Examples: geographic location, wars and revolutions, technology, mass media
10. Determine correct use of commas with appositives and direct quotations, colons to introduce lists, semicolons with a series of elements separated by commas, and punctuation for a divided quotation.

11. Identify correct use of parallel words; incorrect verb tense shifts within sentences; correct number and tense in verb forms, including regular and irregular verbs; and correct forms of compound nouns, including singular, plural, and possessive forms.
 - Identifying correct parallelism in phrases and clauses
 - Identifying incorrect verb tense shifts within paragraphs
 - Recognizing subject-verb agreement with indefinite pronouns
 - Using parallel structure with verbals
12. Apply the correct use of subject-verb agreement with collective nouns when verb forms depend on the rest of the sentence; with compound subjects, including those joined by *or* with the second element as singular or plural; and with the subjunctive mood.

Research and Inquiry

13. Demonstrate paraphrasing, quoting, and summarizing of primary and secondary sources and various methods of note taking.
Examples: note taking—abbreviations, symbols, paraphrasing
14. Use the research process to locate, select, retrieve, evaluate, and organize information to support a thesis on a nonliterary topic.
Examples: career paper, I-Search
 - Following a style format to standardize the presentation of information
Examples: Modern Language Association (MLA), American Psychological Association (APA), Turabian
 - Managing information by using available technology
 - Using paraphrasing and documentation of sources to avoid plagiarism

Oral and Visual Communication

15. Identify persuasive strategies in oral and visual presentations.
Examples: transference, bandwagon, snob appeal, expert testimony
 - Identifying types of propaganda
16. Evaluate a speech for use of presentation skills, including use of visual aids.
Examples: eye contact, projection, tone, inflection, tempo
 - Applying oral presentation skills in formal and informal situations
Examples: debates, classroom discussions, dramatic activities
17. Use supporting details to present a position and to respond to an argument.

Tenth Grade

Tenth graders continue to develop their unique personalities as they establish personal values and identities. They assume more complex responsibilities such as working and are developing and practicing leadership and interpersonal communication skills in the school and community.

Classrooms that are rich in a variety of activities encourage the intellectual growth these students need and seek. Activities that include making dramatic presentations, writing creatively, and working cooperatively encourage vocabulary development, critical thinking, use of research skills, and appropriate use of language. In addition, students write essays with increased attention to mode, purpose, and audience. Similarly, they become more adept at responsibly reporting the ideas of others in both oral and written form.

Literature at this level focuses on pre-twentieth century American literature. This parallels their study of early American history, thus enabling students to gain a better understanding of the relationships between the literature read and the history of the United States and the world before the twentieth century.

MINIMUM REQUIRED CONTENT

Students will:

Reading

1. Apply both literal and inferential comprehension strategies, including drawing conclusions and making inferences about characters, motives, intentions, and attitudes in short stories, drama, poetry, novels, and essays and other nonfiction texts.
 - Identifying major historical developments in language and literature in America from the beginnings to 1900
Examples: simplicity of early American literature, religious nature and themes in much early American literature, relationships to historical events and to British literature
 - Using context clues to determine meaning
 - Identifying sequences to enhance understanding
 - Summarizing passages to share main ideas or events
 - Drawing other kinds of conclusions from recreational reading texts
2. Identify and interpret literary elements and devices, including analogy, personification, and implied purpose.
 - Identifying and interpreting figurative language and imagery, including symbolism and metaphors
 - Interpreting tone from author's word choice

3. Read with literal and inferential comprehension a variety of informational and functional reading materials, including making inferences about effects when passage provides cause; inferring cause when passage provides effect; making inferences, decisions, and predictions from tables, charts, and other text features; and identifying the outcome or product of a set of directions.

Examples: textual materials—driver’s manuals, reference materials, newspapers,
career information, high interest magazine articles, subject-area texts
functional materials—menus, schedules, directions, maps, want ads

- Following complex or embedded directions
 - Distinguishing author’s opinion from factual statements
 - Determining main idea and supporting details in informational and functional reading materials
 - Summarizing passages of informational and functional reading materials
 - Determining sequence of events
4. Recognize fallacious or illogical thought in essays, editorials, and other informational texts.
 - Evaluating strength of argument in informational texts
 - Recognizing propaganda in informational texts

Literature

5. Compare literary components of various pre-twentieth century American authors’ styles.
 - Identifying examples of differences in language usage among several authors

Examples: Anne Bradstreet, Jonathan Edwards, Phillis Wheatley,
Edgar Allan Poe, Henry David Thoreau
6. Determine word meaning in pre-twentieth century American literature using word structure and context clues.

Examples: prefixes, suffixes, root words

Writing and Language

7. Write in persuasive, expository, and narrative modes using an abbreviated writing process in timed and untimed situations.
 - Critiquing content, literary elements, and word choice, including addressing clear, precise, and vivid language

Examples: self editing, peer editing
 - Using a variety of sentence patterns

Example: determining use of a variety of sentence patterns by diagramming, parsing, or labeling patterns of selected sentences
 - Evaluating opinions, including personal opinions, for supporting details and bias
 - Using active and passive voice when appropriate
8. Write in a variety of genres for various audiences and occasions, both formal and informal, using an attention-getting opening and an effective conclusion.
 - Developing an effective voice suitable for audience and purpose
9. Apply principles of Standard English by adjusting vocabulary and style for the occasion.

10. Justify a thesis statement with supporting details from American literature prior to the twentieth century.
11. Demonstrate correct use of commas with parenthetical expressions and after introductory adverbial clauses and correct use of semicolons before conjunctive adverbs and in compound sentences with no conjunction.
12. Demonstrate correct use of singular and plural collective nouns and words with alternate accepted forms; pronoun-antecedent agreement in number and gender; and nominative, objective, and possessive pronoun cases.
13. Apply the correct use of subject-verb agreement with singular and plural subjects, including subjects compound in form and singular in meaning and subjects plural in form and singular in meaning; intervening prepositional and appositive phrases; and correlative conjunctions.
14. Edit for incorrect shifts in verb tense in paragraphs, use of verbals, use of dangling participles and misplaced modifiers, and parallelism in phrases.

Research and Inquiry

15. Use the research process to document and organize information to support a thesis on a literary or nonliterary topic.
Examples: paper on a teacher-approved topic of interest, career paper
 - Managing information by locating, selecting, retrieving, and evaluating primary and secondary sources while using available technology responsibly
 - Differentiating among plagiarized, paraphrased, and appropriately cited selections
16. Explain the purpose and benefits of using predicting, summarizing, underlining, outlining, note taking, and reviewing as part of personal study skills.
 - Explaining when skimming and scanning are appropriate in studying materials

Oral and Visual Communication

17. Critique oral and visual presentations for fallacies in logic.
Examples: circular reasoning, false analogy

Eleventh Grade

Eleventh graders are beginning to make important life decisions. While these students are growing in confidence, they require guidance to prepare for the challenges of future life choices.

As in earlier grades, consideration of individual learning styles is important, and diverse learning experiences assist students in raising their level of written and spoken communication. As students read primarily twentieth and twenty-first century American literature, they write responses to literary selections and participate in group discussions at ever-increasing levels of sophistication.

Furthermore, students continue to develop confidence in their language skills as they make speeches, practice interview skills, edit the work of peers, and conduct research. They become more proficient readers as they focus on American literature and gain a deeper understanding of America's diversity, heritage, and place in the modern world.

MINIMUM REQUIRED CONTENT

Students will:

Reading

1. Analyze authors' use of literary elements, including characterization, theme, tone, setting, mood, plot, and literary point of view, in American short stories, drama, poetry, or essays and other nonfiction literature, predominantly from 1900 to the present.
 - Identifying major historical developments of language and literature in America from 1900 to the present
Examples: relationships to place and time, changes in American lexicon as a result of the industrial revolution, chronology, genre, style
 - Evaluating author technique
2. Analyze use of figurative language and literary devices, including hyperbole, simile, metaphor, personification, and other imagery, to enhance specific literary passages.
 - Explaining use of allusions
 - Analyzing use of analogies for meaning
 - Interpreting irony
 - Analyzing poetry for rhythm and rhyme schemes

3. Read with comprehension a variety of informational and functional reading materials, including recognizing organizational patterns, evaluating strengths and weaknesses of argument, and identifying directions implied or embedded in a passage.

Examples: informational materials—employee manuals, technical manuals, safety and trouble-shooting information, subject-area texts
functional materials—posted weather warnings, lease and credit agreements, memoranda, federal laws, medical instructions and information, nutrition pamphlets

- Recognizing fallacies in logic
- Drawing conclusions to determine author intent
- Applying advanced knowledge of context clues and structural analysis to determine word meaning
- Evaluating quality of writing

Literature

4. Analyze twentieth and twenty-first century American literary selections for plot structure, cultural significance, and use of propaganda.

Examples: narratives, editorials

5. Evaluate twentieth and twenty-first century American authors' use of language, including length and complexity of sentences, diction, and Standard English versus dialect.

6. Determine word meaning in twentieth and twenty-first century American literature using word structure and context clues.

Examples: prefixes, suffixes, root words

7. Compare writing styles of two or more American authors or public figures.

Examples: Martin Luther King, Jr., Zora Neale Hurston, Ernest Hemingway

Writing and Language

8. Write the text for an oral presentation with attention to word choice, organizational patterns, transitional devices, and tone.

- Using a variety of sentence patterns
- Developing an effective voice suitable for audience and purpose

9. Analyze writing for parallelism in literary selections and student writing.

10. Edit writings, including student papers, for correct parallel form in clauses in a series and with correlative conjunctions and for correct use of subject-verb agreement with subjects with intervening phrases, collective nouns as subjects, indefinite pronouns as subjects when the verb form depends on the rest of the sentence, and subjects in sentences with correlative conjunctions or in inverted order.
 - Editing writings for mechanics, usage, grammar, and style
 - Demonstrating appropriate use of ellipses, parentheses, hyphens and suspended hyphens, hyphenation of number-and-noun modifiers, slashes, and use of commas with subordinate clauses and nominative absolutes
11. Differentiate between the use of active and passive voice.

Research and Inquiry

12. Use the research process to manage, document, organize, and present information to support a thesis on a literary topic.
 - Examples: documented essay, research paper
 - Using paraphrasing and documentation of sources to avoid plagiarism

Oral and Visual Communication

13. Compare the use of oral presentation skills of self and others.
14. Identify propaganda in nonprint media.

Twelfth Grade

Twelfth graders are at pivotal points in their lives. They are nearing the independence of adulthood and making many important decisions concerning their lives after high school. Academically, these students are deepening their appreciation of literature, becoming selective viewers of nonprint media, and are realizing the valuable role good written and oral communication skills play in their lives. While most students at this level have mastered a majority of English language arts concepts, they continue to require guidance in further developing their skills.

Students at this grade level are expected to conduct research and present findings in a scholarly fashion. Their overall grasp of the tenets of grammar and the writing process approaches the level necessary for adulthood, and students are developmentally ready to explore British literature. Students are responsible for collaborative and independent work in all facets of their language arts studies. The twelfth-grade content standards are the culminating point of a curriculum designed to prepare students to function as self-directed, lifelong learners and effective communicators in their future roles in society.

MINIMUM REQUIRED CONTENT

Students will:

Reading

1. Compare organizational structure, figurative language, and literary devices, including use of paradox, among predominantly British short stories, drama, poetry, essays, and other nonfiction literature.

Examples: *A Christmas Carol*; *Robin Hood*; *Gulliver's Travels*; *Robinson Crusoe*; *Aesop's Fables*; A. Conan Doyle's short stories; William Shakespeare's plays; Robert Burns', William Blake's, and John Keats' poems

- Explaining use of allusions
 - Interpreting irony
 - Analyzing poetry for rhyme schemes
 - Identifying use of parody
 - Analyzing major historical developments in language and literature in the British Isles
- Examples: relationships to place and time, including specific influences of various cultures and languages, wars and victors in those wars, and world literary trends

2. Read with comprehension a variety of informational and functional reading materials, including comparing bias and persuasive techniques in passages.
Examples: bias and persuasive techniques—transference, bandwagon, snob appeal, expert testimony
 - Recognizing faulty logic or organization
 - Analyzing charts and tables for conclusions

Literature

3. Analyze British literature for style, audience appeal, cultural significance, and plot structure.
Examples: style—length and complexity of sentences, diction, Standard English versus dialect
 - Distinguishing between parallel and circular plots
4. Identify literary elements in British literary selections from various genres.
5. Determine word meaning in British literature using word structure and context clues.
Examples: prefixes, suffixes, root words
6. Compare writing styles of two or more British authors.
Examples: Geoffrey Chaucer, William Shakespeare, Oscar Wilde

Writing and Language

7. Write for a variety of purposes, including critical essays on literary topics, college application essays, résumé cover letters, and résumés.
 - Editing drafts for appropriate style
 - Developing an effective voice suitable for audience and purpose
8. Demonstrate appropriate use of ellipses, parentheses, hyphens and suspended hyphens, hyphenation of number-and-noun modifiers, slashes, and use of commas with subordinate clauses and nominative absolutes.
9. Revise drafts to increase sentence complexity.
Examples: expanding word choice by using phrases, including verbals; combining short sentences to form complex and compound sentences

Research and Inquiry

10. Use the research process to manage, document, organize, and present information to support a thesis on a teacher-approved topic of student interest.
Examples: literary topic, career study, historical research
 - Editing drafts to avoid plagiarism

Oral and Visual Communication

11. Critique visual communication for effectiveness.
Examples: films, advertisements
 - Using available technology for various communication purposes, including multimedia presentations
12. Evaluate oral presentation skills of self and others for effectiveness.
Examples: lectures, speeches, debates
13. Analyze nonprint media for use of propaganda.
Examples: films, television advertisements, speeches

Student Checklists

The checklists printed in this appendix are intended for use by teachers and students in Grades 1-12. Two types of checklists are included.

- ❑ Student Checklists for Composing and Revising
- ❑ Student Checklists for Editing

Student Checklists for Composing and Revising are provided for Grades 1-2, 3-5, and 6-12. These address writing concepts such as content, purpose, audience, organization, and clarity. Student Checklists for Editing for Grades 2-12 reflect the editing phase of the writing process and mastery of grammar, usage, and mechanics in each specific grade. Students may use these checklists for self- or peer-evaluation of their writings. These sample checklists may be used in their entirety, or specific items may be selected for use with different compositions. The checklist from the previous grade is commonly used in the first few weeks of school, and concepts are added from the new list as the teacher provides direct instruction in each new concept.

FIRST – SECOND GRADE**Checklist for Composing and Revising****1. PURPOSE–ALL MODES**

- ☐ Has the writer addressed the topic?
- ☐ Has the writer used the assigned mode?

2. CONTENT–BY MODE**Descriptive Mode**

- ☐ Does the writer clearly describe someone or something?
- ☐ Has the writer used sensory words?

Narrative Mode

- ☐ Does the writing clearly narrate a sequence of events?
- ☐ Does the writer tell explicitly what happened?
- ☐ Does the writing address who, what, when, and why?

Expository Mode

- ☐ Does the writing outline steps in a process?
- ☐ Does the writer present facts about a topic?
- ☐ Has the writer used appropriate sequencing of steps?
- ☐ Does the writing include a main idea, supporting details, and a conclusion?

3. ORGANIZATION AND CLARITY–ALL MODES**Does the writer...**

- ☐ Use a graphic organizer to outline content?
- ☐ Generate a rough draft, including a topic sentence?
- ☐ Reread to make revisions?
- ☐ Edit for spelling, punctuation, capitalization, and sentence variety?

THIRD – FIFTH GRADE

Student Checklist for Composing and Revising

1. PURPOSE–ALL MODES

- ☐ Has the writer addressed the topic?
- ☐ Has the writer used the assigned mode?

2. CONTENT–BY MODE**Descriptive Mode**

- ☐ Does the writer clearly describe someone or something?
- ☐ Has the writer used vivid sensory details?
- ☐ Are other relevant details used?

Narrative Mode

- ☐ Does the writing clearly narrate a sequence of events?
- ☐ Does the writer tell explicitly what happened?
- ☐ Does the writing provide a definite time frame?

Expository Mode

- ☐ Does the writing present reasons, explanations, or steps in a process?
- ☐ Has the writer used logical order?
- ☐ Has the writer use appropriate sequencing of steps or ideas?
- ☐ Does the writing include a main idea, supporting details, and a conclusion?

Persuasive Mode (Fifth grade only)

- ☐ Does the writer present reasons and examples that influence action or thought?
- ☐ Is an opinion clearly stated with supporting details?

3. AUDIENCE–ALL MODES

- ☐ Does the writer's word choice reflect a sense of the intended audience?
- ☐ Does the writer's tone address the audience appropriately?

4. ORGANIZATION AND CLARITY–ALL MODES**Does the writer...**

- ☐ Display a definite plan with a variety of strategies?
- ☐ Use one controlling idea without wandering from the idea (avoiding extraneous sentences)?
- ☐ Show a strong sense of logical progression and overall completeness?
- ☐ Introduce a topic, develop it thoroughly and enthusiastically, and bring it to a conclusion?
- ☐ Change paragraphs when topics change?
- ☐ Present ideas so they flow smoothly from one to the next using good transition?
- ☐ Display a strong sense of author control?
- ☐ Use varied sentence formations and structures with appropriate subordination?
- ☐ Display creativity in presenting information?
- ☐ Display proficiency in grammar, usage, and mechanics?

SIXTH – TWELFTH GRADE

Student Checklist for Composing and Revising

1. PURPOSE–ALL MODES

- ☐ Has the writer addressed the topic?
- ☐ Is the piece presented appropriately in the chosen mode?

2. CONTENT–BY MODE

Descriptive Mode

- ☐ Does the writer clearly describe someone or something?
- ☐ Has the writer used vivid sensory details?
- ☐ Are other relevant details used?

Narrative Mode

- ☐ Does the writing clearly narrate a sequence of events?
- ☐ Does the writer tell explicitly what happened?
- ☐ Does the writing provide a definite time frame?

Expository Mode

- ☐ Does the writing present reasons, explanations, or steps in a process?
- ☐ Has the writer used logical order?
- ☐ Has the writer used appropriate sequencing of steps or ideas?
- ☐ Does the writing include a main idea, supporting details, and a conclusion?

Persuasive Mode

- ☐ Does the writer present reasons and examples that influence action or thought?
- ☐ Is an opinion clearly stated with supporting details?

3. AUDIENCE–ALL MODES

- ☐ Does the writer's word choice reflect a sense of the intended audience?
- ☐ Does the writer's tone address the audience appropriately?

4. ORGANIZATION AND CLARITY–ALL MODES

Does the writer...

- ☐ Display a definite plan with a variety of strategies?
- ☐ Use one controlling idea without wandering from the idea (avoiding extraneous sentences)?
- ☐ Show a strong sense of logical progression and overall completeness using good transition?
- ☐ Introduce a topic, develop it thoroughly and enthusiastically, and bring it to a conclusion?
- ☐ Change paragraphs when topics change?
- ☐ Present ideas so they flow smoothly from one to the next using good transition?
- ☐ Display a strong sense of author control?
- ☐ Use varied sentence formations and structures with appropriate subordination?
- ☐ Display creativity in presenting information?
- ☐ Display proficiency in grammar, usage, and mechanics?

SECOND-GRADE STUDENT CHECKLIST FOR EDITING RESOURCE***Capitalization**

- ☐ First word in sentence
- ☐ Pronoun I
- ☐ Proper nouns
 - ☐ Days of week
 - ☐ Holidays
 - ☐ Titles of people and books
 - ☐ Names of months

Punctuation

- ☐ Commas to separate items in a series
- ☐ Comma between city and state and between day of month and year
- ☐ Periods with abbreviations
- ☐ End punctuation
- ☐ Apostrophes with contractions and to show possession

Grammar, Usage, and Spelling

- ☐ Appropriate verb tense
- ☐ Complete sentences
- ☐ Spelling (including plural nouns)

*Some teachers choose to introduce students to the use of a checklist in second grade. This list is too long for a second-grader to use as a checklist. Using a checklist in one of the categories or using one concept from each category is recommended.

THIRD-GRADE STUDENT CHECKLIST FOR EDITING RESOURCE*

Capitalization

- ☐ First word in sentence
- ☐ Proper nouns
 - ☐ Days of week and names of months
 - ☐ Holidays
 - ☐ Titles of people and books

Punctuation

- ☐ Commas to separate items in a series
- ☐ Commas in a physical address
- ☐ Commas with dates
- ☐ Commas before conjunctions in compound sentences
- ☐ Periods with abbreviations
- ☐ Periods at end of declarative sentences
- ☐ Question marks at end of interrogative sentences
- ☐ Exclamation marks at end of exclamatory sentences
- ☐ Apostrophes with contractions and to show possession

Grammar, Usage, and Spelling

- ☐ Subject-verb agreement
- ☐ Appropriate verb tense
- ☐ Adjective form
- ☐ Complete sentences
- ☐ Spelling

*Using a list this long is not recommended with third-graders. Using one category at a time or one or two concepts from each category on a single checklist is recommended.

FOURTH-GRADE STUDENT CHECKLIST FOR EDITING**Capitalization**

- ☐ First word in sentence
- ☐ First word in quotation
- ☐ Proper nouns
- ☐ Titles of people and books
- ☐ Proper adjectives

Punctuation

- ☐ Commas to separate items in a series and with direct quotations
- ☐ Commas with dates
- ☐ Commas before conjunctions in compound sentences
- ☐ Periods with abbreviations
- ☐ Periods at end of declarative sentences
- ☐ Question marks at end of interrogative sentences
- ☐ Exclamation marks at end of exclamatory sentences
- ☐ Apostrophes with contractions and to show possession
- ☐ Quotation marks with dialogue or direct quotations
- ☐ Underlining or italics for book titles

Grammar, Usage, and Spelling

- ☐ Subject-verb agreement with simple subject
- ☐ Appropriate verb tense
- ☐ Adjective and adverb forms
- ☐ Pronoun form
- ☐ Complete sentences without run-ons or fragments
- ☐ Spelling, especially of commonly confused words such as *two* and *too*
- ☐ Special usage problems such as double negatives

FIFTH-GRADE STUDENT CHECKLIST FOR EDITING**Capitalization**

- ☐ First word in sentence
- ☐ First word in quotation
- ☐ Proper nouns and adjectives
- ☐ Titles of people, books, and works of art

Punctuation

- ☐ Commas to separate items in a series, after direct address, with direct quotations, and after introductory words
- ☐ Commas with dates
- ☐ Commas before conjunctions in compound sentences
- ☐ Periods with abbreviations
- ☐ Periods at end of declarative and imperative sentences
- ☐ Question marks at end of interrogative sentences
- ☐ Exclamation marks at end of exclamatory sentences
- ☐ Apostrophes with contractions and to show possession
- ☐ Quotation marks with dialogue or direct quotations
- ☐ Quotation marks for short stories and poem titles
- ☐ Underlining or italics for book titles
- ☐ Colons to introduce a list

Grammar, Usage, and Spelling

- ☐ Subject-verb agreement with simple and compound subject
- ☐ Appropriate verb tense
- ☐ Adjective and adverb forms
- ☐ Pronoun form
- ☐ Complete sentences without run-ons or fragments
- ☐ Spelling, especially of commonly confused words such as *two*, *too*, and *to*
- ☐ Special usage problems such as double negatives

SIXTH-GRADE STUDENT CHECKLIST FOR EDITING**Capitalization**

- ☐ Divided quotations and first words in quotations
- ☐ Proper nouns and adjectives
- ☐ Titles of people, books, and works of art
- ☐ Regions of the country versus map directions
- ☐ Words showing family relationships
- ☐ Courses versus school subjects
- ☐ Holidays versus seasons of the year

Punctuation

- ☐ Commas to separate items in a series
- ☐ Commas with conjunctions to join two independent clauses
- ☐ Commas to set off nonessential appositives
- ☐ End punctuation
- ☐ Apostrophes with contractions and to show possession
- ☐ Quotation marks with dialogue or direct quotations
- ☐ Quotation marks, underlining, or italics for titles
- ☐ Colons to introduce lists
- ☐ Semicolons joining two independent clauses

Grammar, Usage, and Spelling

- ☐ Subject-verb agreement with intervening phrases and with inverted sentence order
- ☐ Consistent verb tense
- ☐ Adjective and adverb forms
- ☐ Appropriate nominative, objective, and possessive pronoun case
- ☐ Complete sentences without run-ons or fragments
- ☐ Spelling
- ☐ Special usage problems such as double negatives, homonym confusion, and redundancy

SEVENTH-GRADE STUDENT CHECKLIST FOR EDITING**Capitalization**

- ☐ Divided quotations and first word in quotations
- ☐ Proper nouns and adjectives
- ☐ Titles of people, books, and works of art, including paintings and films
- ☐ Regions of the country versus map directions
- ☐ Words showing family relationships
- ☐ Courses versus school subjects
- ☐ Holidays versus seasons of the year

Punctuation

- ☐ Commas to separate items in a series
- ☐ Commas to set off appositives, with nonessential clauses and introductory phrases and clauses, and before coordinate conjunctions in compound sentences
- ☐ Apostrophes to show possession
- ☐ Quotation marks with direct quotations
- ☐ Quotation marks, underlining, or italics for titles
- ☐ Colons to introduce lists
- ☐ Semicolons between independent clauses with no conjunction

Grammar, Usage, and Spelling

- ☐ Subject-verb agreement with intervening phrases and with inverted word order
- ☐ Appropriate verb tense with no awkward shifts
- ☐ Adjective and adverb forms
- ☐ Appropriate nominative, objective, and possessive pronoun case
- ☐ Pronoun-antecedent agreement
- ☐ Complete sentences without run-ons or fragments
- ☐ Spelling and commonly confused words
- ☐ Special usage problems such as double negatives and redundancy

EIGHTH-GRADE STUDENT CHECKLIST FOR EDITING**Capitalization**

- ☐ Divided quotations and first word in quotations
- ☐ Proper nouns and adjectives
- ☐ Titles of people, books, paintings, films, and ships
- ☐ Regions of the country versus map directions
- ☐ Words showing family relationships
- ☐ Holidays versus seasons of the year

Punctuation

- ☐ Commas to separate items in a series
- ☐ Commas to set off nonessential appositives
- ☐ Commas with introductory elements
- ☐ Commas before coordinate conjunctions to join two independent clauses
- ☐ Apostrophes to show possession
- ☐ Quotation marks with direct quotations, including divided quotations
- ☐ Quotation marks, underlining, or italics for titles
- ☐ Semicolons between independent clauses with no conjunction

Grammar, Usage, and Spelling

- ☐ Subject-verb agreement (compound subjects, intervening phrases, inverted sentence order)
- ☐ Consistent verb tense
- ☐ Active versus passive voice
- ☐ Adjective and adverb forms
- ☐ Appropriate nominative, objective, and possessive pronoun case
- ☐ Pronoun-antecedent agreement
- ☐ Complete sentences without run-ons or fragments
- ☐ Special usage problems, such as word choice involving redundancy and commonly confused words, such as *hair* and *hare*, and other spelling
- ☐ Variety and precision in word choice

NINTH-GRADE STUDENT CHECKLIST FOR EDITING**Punctuation**

- ☐ Commas to separate items in a series
- ☐ Commas with appositives
- ☐ Commas with introductory elements and introductory adverb clauses
- ☐ Commas before conjunctions in compound sentences, after direct address, in salutations of friendly letters, and to set off nonrestrictive phrases and clauses
- ☐ Commas with direct quotations
- ☐ Apostrophes to show possession
- ☐ Quotation marks for certain titles, direct quotations, and divided quotations
- ☐ Colon to introduce a list
- ☐ Semicolons between independent clauses with no conjunction
- ☐ Semicolons with a series of elements separated by commas
- ☐ Underlining or italics for book titles

Grammar, Usage, and Spelling

- ☐ Subject-verb agreement
- ☐ Correct number and tense in verb forms, including regular and irregular
- ☐ Appropriate verb tense with no awkward shifts
- ☐ Active voice (primarily)
- ☐ Correct forms of compound nouns, including singular, plural, and possessive forms
- ☐ Pronoun case
- ☐ Pronoun-antecedent agreement
- ☐ Complete sentences without run-ons, fragments, or comma splices
- ☐ Special usage problems such as word choice involving commonly confused words and double negatives
- ☐ Spelling, including commonly confused words
- ☐ Parallel structure in words

TENTH-GRADE STUDENT CHECKLIST FOR EDITING**Punctuation**

- ☐ Commas to separate items in a series
- ☐ Commas to set off nonrestrictive clauses, appositives, and other phrases including parenthetical expressions
- ☐ Commas after direct address and after introductory adverb clauses
- ☐ Commas before conjunctions in compound sentences
- ☐ Commas in salutations of friendly letters
- ☐ Periods with abbreviations
- ☐ Apostrophes to show possession
- ☐ Quotation marks with titles of poems, short stories, and chapters and with direct quotations
- ☐ Quotation marks with end punctuation
- ☐ Colon to introduce a list
- ☐ Semicolons before conjunctive adverbs, in a series of elements separated by commas, and in compound sentences with no conjunction
- ☐ Underlining or italics for titles of books, films, plays, magazines, and newspapers

Grammar, Usage, and Spelling

- ☐ Subject-verb agreement
- ☐ Appropriate verb tense with no awkward shifts
- ☐ Active voice (primarily)
- ☐ Pronoun case, number, and gender
- ☐ Pronoun-antecedent agreement
- ☐ Complete sentences without run-ons, fragments, or comma splices
- ☐ Special usage problems such as dangling participles, misplaced modifiers, and subject-verb agreement with indefinite pronoun, collective nouns, and intervening prepositional and appositive phrases
- ☐ Spelling, including commonly confused words
- ☐ Parallel structure within lists and phrases
- ☐ Appropriate word choice to achieve vivid description and clarity
- ☐ Appropriate subordination and placement of modifiers
- ☐ Structural variety and sentence complexity (verbal phrases, noun clauses)

ELEVENTH-GRADE STUDENT CHECKLIST FOR EDITING**Punctuation**

- ☐ Commas to separate items in a series
- ☐ Commas to set off nonrestrictive clauses, appositives, and other phrases, including parenthetical expressions
- ☐ Commas after direct address
- ☐ Commas before conjunctions in compound sentences
- ☐ Apostrophes
- ☐ Quotation marks with titles of poems, short stories, and chapters and with direct quotations
- ☐ Quotation marks with end punctuation (after periods, before or after question marks)
- ☐ Colon to introduce a list
- ☐ Semicolons with conjunctive adverbs, to separate elements in a series that contain commas, and in compound sentences with no conjunction
- ☐ Underlining or italics for book, film, and ship titles

Grammar, Usage, and Spelling

- ☐ Subject-verb agreement
- ☐ Appropriate verb tense with no awkward shifts
- ☐ Active voice (primarily)
- ☐ Pronoun case, number, and gender
- ☐ Pronoun-antecedent agreement
- ☐ Complete sentences without run-ons, fragments, or comma splices
- ☐ Special usage problems such as words versus numerals; double negatives; and subject-verb agreement with noun clause as subject, with intervening phrases, and with subjunctive mood
- ☐ Spelling, including commonly confused words
- ☐ Parallelism of all types
- ☐ Word choice (variety, vivid description, accuracy, lack of redundancy)
- ☐ Clarity (no ambiguous, stilted, or artificial language)
- ☐ Appropriate subordination
- ☐ Placement of modifiers
- ☐ Structural variety and sentence complexity (verbal phrases, noun clauses)

TWELFTH-GRADE STUDENT CHECKLIST FOR EDITING

Punctuation

- ☐ Commas to separate items in a series
- ☐ Commas to set off nonrestrictive clauses, appositives, and other phrases including parenthetical expressions
- ☐ Commas after direct address
- ☐ Commas with nominative absolutes and subordinate clauses
- ☐ Apostrophes
- ☐ Quotation marks
- ☐ Colons and semicolons
- ☐ Underlining or italics
- ☐ Hyphens and suspended hyphens, dashes, parentheses, brackets, slashes, and ellipses

Grammar, Usage, and Spelling

- ☐ Subject-verb agreement
- ☐ Appropriate verb tense with no awkward shifts
- ☐ Avoidance of split infinitives
- ☐ Active voice (primarily)
- ☐ Pronoun case, number, and gender
- ☐ Pronoun-antecedent agreement
- ☐ Special usage problems such as suspended hyphens, words versus numerals, double negatives, number and noun modifier, compound noun modifiers (adjective-noun and noun-noun), subject-verb agreement with intervening phrases and clauses, and agreement in subjunctive mood
- ☐ Spelling, including commonly confused words
- ☐ Parallelism of all types
- ☐ Word choice (variety, vivid or colorful description, precision and accuracy)
- ☐ Clarity (no ambiguous, stilted, or artificial language)
- ☐ Avoidance of wordiness and redundancy
- ☐ Appropriate subordination and placement of modifiers
- ☐ Structural variety and sentence complexity (verbal phrases, noun clauses)
- ☐ Introductory adverb clauses

Developing a Local Reading List

Teachers in some schools and systems desire lists of authors or titles for common reading assignments or for recommended independent reading. Such lists are best developed locally and are most helpful when updated frequently. One procedure for developing a reading list is described here. Following the procedure are lists of authors and titles that may be used in such a process. These books are considered by this Committee to be appropriate in artistic quality, reading level, and content for many Alabama students at the grade levels suggested. These lists are not intended to substitute for a locally developed reading list. Differences among students, schools, and communities cause the Committee to refrain from presenting a required or recommended list to be used by every school and system. The Committee recommends that each school system follow a pattern similar to the one given here to establish its reading list.

1. Collect lists that may be adapted or used as resources including the one on the following pages, Caldecott and Newbery Award Winners, lists of the American Library Association and the National Council of Teachers of English, and lists intended to reflect a consensus of canonical work (e.g., Harold Bloom, *The Western Canon* and E. D. Hirsch and John Holden, *Books to Build On: A Grade-by-Grade Resource Guide for Parents and Teachers*).
2. Collect suggested lists developed by interested teachers, parents, or other community members.
3. Share and review all lists in a meeting in which teachers and media specialists from all schools are represented.
4. Establish a rationale/criteria for determining which books will be eliminated or placed on the local list by grade spans (e.g., more than one teacher has read the book; more than one teacher objects to the book; appropriate literary quality, interest level, and readability level).
5. Decide which books will be taught each year to the entire class or used for small-group reading.
6. Present the list and applicable requirements for central office or board approval.
7. Review the list and requirements periodically. Present any changes for appropriate approval.

Local Reading List Development

The following lists provide examples of the variety of genres, titles, and authors that may be included on a local reading list. Included are classics, historical novels, contemporary and other twentieth-century fiction, nonfiction, drama, and collections of poetry. The lists for Grades 6-8 and 9-12 do not include many of the most frequently taught selections since they are usually available in anthologies. These selections include Shakespearean plays; passages from the Bible taught as literature; and poems by such poets as Frost, Dickinson, and Sandburg. While selections from the list may be chosen for classroom instruction, these titles are primarily for independent reading or supplemental classroom instruction and are not intended to replace traditional selections studied by an entire class.

Examples of Authors and Titles, Grades K-2

ABC Books

Crane, Carol	<i>Y is for Yellowhammer: An Alabama Alphabet</i>
Ehlert, Lois	<i>Eating the Alphabet</i>
Elting, Mary	<i>Q is for Duck</i>
Heiman, Sarah	<i>Egypt ABCs</i>
Lionni, Leo	<i>The Alphabet Tree</i>
Martin, Bill	<i>Chicka Chicka Boom Boom</i>
Pallotta, Jerry	<i>The Airplane Alphabet Book</i>
Pallotta, Jerry	<i>The Frog Alphabet Book</i>

Adventure Stories

Cole, Joanna	<i>The Magic School Bus series</i>
DePaola, Tomie	<i>Fin M'Coul: The Giant of Knockmany Hill</i>
Lobel, Arnold	<i>Frog and Toad series</i>
Osborne, Mary Pope	<i>Magic Tree House series</i>
Sendak, Maurice	<i>Where the Wild Things Are</i>
Van Allsburg, Chris	<i>The Polar Express</i>
Wiesner, David	<i>Tuesday</i>

Chapter Books

Adler, David	<i>Cam Jensen</i>
Kline, Suzy	<i>Horrible Harry</i>
Park, Barbara	<i>Junie B. Jones</i>
Rylant, Cynthia	<i>Henry and Mudge</i>
Sharmut, Marjorie Weinman	<i>Nate the Great</i>

Fables, Fairy Tales, Folktales, Tall Tales

Aesop.....	<i>Aesop's Fables</i>
Anderson, Hans Christian.....	collection
Anderson, Hans Christian.....	<i>The Ugly Duckling</i>
Blair, Eric	<i>Annie Oakely, Sharp Shooter</i>
Brett, Jan	<i>The Mitten</i>
Brimner, Larry Dane	<i>Calamity Jane</i>
Brimner, Larry Dane	<i>Casey Jones</i>
Galdone, Paul	<i>The Gingerbread Boy</i>
Jones, Christianne.....	<i>Chicken Little</i>
Kellogg, Steven.....	<i>Paul Bunyan, a Tall Tale</i>
Kellogg, Steven.....	<i>Johnny Appleseed</i>
Kipling, Rudyard.....	<i>How the Leopard Got His Spots</i>
Lester, Julius	<i>John Henry</i>
Lowell, Susan.....	<i>The Three Little Javelinas</i>
Pallotta, Jerry.....	<i>Dory Story</i>
San Souci, Robert.....	various versions of <i>Cinderella</i>
Schlosser, S.E.....	<i>Pecos Bill and Slue-Foot Sue</i>
Scieszka, Jon	<i>The True Story of the Three Little Pigs</i>
Tolhurst, Marilyn	<i>Somebody and the Three Blairs</i>
White, Mark	<i>The Tortoise and the Hare</i>

Fiction – Realistic

Bunting, Eve.....	<i>Smoky Night</i>
Gibbons, Faye.....	<i>Mountain Wedding</i>
Keats, Ezra Jack	<i>The Snowy Day</i>
Laminack, Lester.....	<i>Saturdays and Teacakes</i>
Polacco, Patricia.....	<i>Thank You, Mr. Falker</i>
Rylant, Cynthia.....	<i>When I Was Young in the Mountains</i>
Stewart, Sarah.....	<i>The Gardener</i>
Viorst, Judith	<i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i>
Yolen, Jane.....	<i>Owl Moon</i>

Nonfiction – Informational

Gibbons, Gail	animal books, holiday books
Heller, Ruth.....	<i>A Cache of Jewels</i>
Jordan, Roslyn.....	<i>Salt in His Shoes</i>
Krull, Kathleen.....	<i>Wilma Unlimited</i>
Simon, Seymour	animal books, space books
St. George, Judith	<i>So You Want to Be President</i>
Tunnell, Michael O.	<i>Mailing May</i>

Nursery Rhymes

Cousins, Lucy.....	<i>The Lucy Cousins Book of Nursery Rhymes</i>
.....	<i>Mother Goose Nursery Rhymes</i>

Picture Books

Allard, Harry	<i>Miss Nelson series</i>
Bemelmans, Ludwig.....	<i>Madeline</i>
.....	<i>Bible stories</i>
Bridwell, Norman.....	<i>Clifford books</i>
Brown, Marc	<i>Arthur stories</i>
Brown, Margaret Wise	<i>The Runaway Bunny</i>
Carle, Eric	<i>The Very Hungry Caterpillar</i>
Cowley, Joy.....	<i>Mrs. Wishy-Washy</i>
Easterman, P.D.	<i>Go, Dog, Go!</i>
Fox, Mem	<i>Koala Lou</i>
Henkes, Kevin	<i>Lilly's Purple Plastic Purse</i>
Hoff, Syd	<i>Danny and the Dinosaur</i>
Hoffman, Mary.....	<i>Amazing Grace</i>
London, Jonathan	<i>Froggy Plays Soccer</i>
Mayer, Mercer.....	<i>Just Grandpa and Me</i>
McCloskey, Robert.....	<i>Make Way for Ducklings</i>
Munsch, Robert	<i>Love You Forever</i>
Numeroff, Laura.....	<i>If You Give a Mouse a Cookie</i>
Palatini, Margie	<i>Piggie Pie</i>
Parker, Laurie	<i>All Over Alabama</i>
Penn, Audrey	<i>The Kissing Hand</i>
Pfister, Marcus	<i>The Rainbow Fish</i>
Shannon, David	<i>No, David!</i>
Van Allsburg, Chris.....	<i>The Polar Express</i>
Waber, Bernard	<i>Ira Sleeps Over</i>
Wick, Walter	<i>I Spy</i>

Poetry

Cole, Joanna	<i>Anna Banana: 101 Jump Rope Rhymes</i>
Geisel, Theodor Seuss (Dr. Seuss)	<i>The Cat in the Hat</i>
Ghigna, Charles	<i>Tickle Day</i>
Prelutsky, Jack.....	<i>It's Raining Pigs and Noodles</i>
Silverstein, Shel.....	<i>Where the Sidewalk Ends</i>

Examples of Authors and Titles, Grades 3-5

Autobiographies

Bulla, Clyde Robert.....*A Grain of Wheat: A Writer Begins*
 Keller, Helen*The Story of My Life*

Biographies

Adler, David A.picture book biographies
 Fritz, Jean*And Then What Happened, Paul Revere?*
 Hamilton, Virginia*Anthony Burns: The Defeat and Triumph of a Fugitive Slave*
 McGovern, Ann.....*Runaway Slave: The Story of Harriet Tubman*
 McGovern, Ann.....*The Secret Soldier: The Story of Deborah Sampson*
 McKissack, Patricia and
 Fredrick McKissack, Jr.*Frederick Douglass: Leader Against Slavery*

Chapter Books

Cleary, Beverly.....*Ralph S. Mouse*
 Cleary, Beverly.....*Ramona and Her Father*
 Cleary, Beverly.....*The Mouse and the Motorcycle*
 Curtis, Christopher Paul*Bud, Not Buddy*
 Dalglish, Alice.....*The Courage of Sarah Noble*
 DiCamillo Kate*Because of Winn Dixie*
 Dorris, Michael.....*Morning Girl*
 Fleischman, Sid*The Whipping Boy*
 Gardiner, John*Stone Fox*
 George, Jean Craighead.....*My Side of the Mountain*
 Howe, Deborah and James Howe.....*Bunnicula*
 Lowry, Lois*Number the Stars*
 McCloskey, Robert.....*Homer Price*
 Pinkwater, Daniel*Fat Men from Space*
 Rawls, Wilson*Where the Red Fern Grows*
 Rockwell, Thomas.....*How to Eat Fried Worms, and Other Plays*
 Ruckman, Ivy*Night of the Twisters*
 Rylant, Cynthia.....*Appalachia: The Voices of Sleeping Birds*
 Sobol, Donald.....*Encyclopedia Brown series*
 Spinelli, Jerry*Maniac Magee*
 Taylor, Theodore.....*The Cay*
 Warner, Gertrude.....*The Boxcar Children series*
any Newberry Award winner or honor book
bilingual books

Fables, Folktales, Tall Tales

Brett, Jan	<i>Town Mouse, Country Mouse</i>
Goodall, Jane	<i>The Eagle and the Wren</i>
Kellogg, Steven	<i>Paul Bunyan, a Tall Tale</i>
Lubel, Arnold	<i>Fables</i>
Marshall, James	<i>The Three Little Pigs</i>
McKissack, Patricia	<i>A Million Fish—More or Less</i>
Stevens, Janet	<i>The Tortoise and the Hare</i>

Fantasy, Science Fiction

Anderson, Hans Christian	<i>The Ugly Duckling</i>
Bond, Michael	<i>A Bear Called Paddington</i>
Cole, Joanna	<i>The Magic School Bus series</i>
Dahl, Roald	<i>James and the Giant Peach</i>
French, Fiona	<i>Snow White in New York</i>
Goble, Paul	<i>Buffalo Woman</i>
Grahame, Kenneth	<i>The Wind in the Willows</i>
Lewis, C.S.	<i>The Lion, the Witch, and the Wardrobe</i>
Louie, Ai-Ling	<i>Yeh-Shen: A Cinderella Story from China</i>
Luenn, Nancy	<i>The Dragon Kite</i>
Nolen, Jerdine	<i>Plantzilla</i>
Steptoe, John	<i>Mufaro's Beautiful Daughters</i>
Van Allsburg, Chris	<i>The Polar Express</i>
White, E.B.	<i>Charlotte's Web</i>

Fiction – Historical

Brink, Carol Ryrie	<i>Caddie Woodlawn</i>
Burnett, Frances Hodgson	<i>The Secret Garden</i>
Devoto, Pat Cunningham	<i>My Last Days as Roy Rogers</i>
Forbes, Esther	<i>Johnny Tremain</i>
Freedman, Russell	<i>Children of the Wild West</i>
MacLachlan, Patricia G.	<i>Sarah, Plain and Tall</i>
O'Dell, Scott	<i>Island of the Blue Dolphins</i>
Polacco, Patricia	<i>Pink and Say</i>
Turner, Ann	<i>Nettie's Trip South</i>
Waters, Kate	<i>Sarah Morton's Day: A Day in the Life of a Pilgrim Girl</i>
Wilder, Laura Ingalls	<i>Little House series</i>
Wisler, G. Clifton	<i>Mr. Lincoln's Drummer</i>

Legends, Myths

D'Aulaire, Ingri	<i>Ingri and Edgar Parin D'Aulaire's Book of Greek Myths</i>
DePaola, Tomie	<i>The Legend of the Blue Bonnet</i>
DePaola, Tomie	<i>The Legend of the Indian Paintbrush</i>
Irbinskas, Heather	<i>How Jack Rabbit Got His Very Long Ears</i>
Lee, Jeanne M.	<i>Legend of the Milky Way</i>
Low, Alice	<i>The Macmillan Book of Greek Gods and Heroes</i>
Mayo, Gretchen	<i>Meet Tricky Coyote!</i>

APPENDIX B

Nonfiction

Cole, Joanna	<i>The Magic School Bus</i> books
Gibbons, Gail	animal books, holiday books
Simon, Seymour	animal books

Picture Books

Allard, Harry	<i>Miss Nelson Is Missing!</i>
Base, Graeme	<i>Animalia</i>
Bridwell, Norman.....	<i>Clifford, The Big Red Dog</i>
Brown, Marc	<i>Arthur's Valentine</i>
Crane, Carol	<i>Y is for Yellowhammer: An Alabama Alphabet</i>
Geisel, Theodor Seuss (Dr. Seuss)	<i>Oh, the Places You'll Go!</i>
Mayhew, James	<i>Katie and the Mona Lisa</i>
McGill, Alice.....	<i>Molly Bannaky</i>
Parish, Peggy	<i>Play Ball, Amelia Bedelia</i>
Polacco, Patricia.....	<i>Rechenka's Eggs</i>
Rylant, Cynthia.....	<i>Henry and Mudge: The First Book of Their Adventures</i>
Shannon, David.....	<i>A Bad Case of Stripes</i>
Taylor, Mildred	<i>The Gold Cadillac</i>
Teague, Mark	<i>Dear Mrs. LaRue</i>
Warner, Gertrude.....	<i>Boxcar Children</i> series

Poetry

Ahlberg, Allan.....	<i>Heard It in the Playground</i>
Bryan, Ashley.....	<i>The Dancing Granny</i>
Creech, Sharon	<i>Love That Dog</i>
Greenfield, Eloise.....	<i>Honey, I Love, and Other Love Poems</i>
Heard, Georgia	<i>For the Good of the Earth and Sun</i>
Hopkins, Lee Bennett.....	<i>School Supplies</i>
Janeczko, Paul B.	<i>Strings: A Gathering of Family Poems</i>
Prelutsky, Jack.....	<i>The New Kid on the Block</i>
Silverstein, Shel.....	<i>Where the Sidewalk Ends</i>
Viorst, Judith	<i>If I Were in Charge of the World and Other Worries</i>

Examples of Authors and Titles, Grades 6-8

Fantasy, Mystery, Science Fiction

Anthony, Piers.....	<i>Apprentice Adept</i> series
Balliett, Blue	<i>Chasing Vermeer</i>
Card, Orson Scott	<i>Ender's Game</i>
Crichton, Michael.....	<i>Sphere</i>
Crichton, Michael.....	<i>The Andromeda Strain</i>
Feinstein, John.....	<i>Last Shot</i>
Funke, Cornelia	<i>Dragon Rider</i>
Konigsburg, E. L.	<i>From the Mixed-Up Files of Mrs. Basil E. Frankweiler</i>
Meyer, Kai.....	<i>Pirate Curse</i>
Nix, Garth.....	<i>Keys to the Kingdom</i> series
Paolini, Christopher.....	<i>Eragon</i>
Patterson, James	<i>Maximum Ride</i> series
Raskin, Ellen	<i>The Westing Game</i>

Stroud, Jonathan	<i>Bartimus trilogy</i>
Tolkien, J. R. R.	<i>The Hobbit</i>

Drama

Goodrich, Frances and Albert Hackett	<i>The Diary of Anne Frank</i>
Gibson, William.....	<i>The Miracle Worker</i>

Fiction – Novels

Armstrong, William H.	<i>Souder</i>
Babbitt, Natalie	<i>Tuck Everlasting</i>
Bruchac, Joseph	<i>Code Talker: A Novel About the Navajo Marines of World War Two</i>
Curtis, Christopher Paul.....	<i>The Watsons Go to Birmingham</i>
D'Aulaire, Ingri	<i>Ingri and Edgar Parin D'Aulaire's Book of Greek Myths</i>
DiCamillo, Kate	<i>The Tiger Rising</i>
Dickens, Charles	<i>A Christmas Carol</i>
Draper, Sharon	<i>Romiette and Julio</i>
Draper, Sharon	<i>Tears of a Tiger</i>
Hesse, Karen	<i>Out of the Dust</i>
Hiaasen, Carl.....	<i>Hoot</i>
Jiang, Ji-Li.....	<i>Red Scarf Girl</i>
Key, Watt	<i>Alabama Moon</i>
London, Jack	<i>The Call of the Wild</i>
Paterson, Katherine.....	<i>Jacob Have I Loved</i>
Ryan, Pam Muñoz.....	<i>Esperanza Rising</i>
Sachar, Louis.....	<i>Small Steps</i>
Sparks, Nicholas	<i>A Walk to Remember</i>
Steinbeck, John	<i>The Pearl</i>
Voigt, Cynthia.....	<i>Homecoming</i>
Voigt, Cynthia.....	<i>Izzy, Willy, Nilly</i>
Westerfeld, Scott.....	<i>Uglies</i>

Fiction – Short Stories

Asimov, Issac	"Immortal Bard"
Crail, Dale	"People of the Third Planet"
De Maupassant, Guy	"The Necklace"
Eiseman, Virginia.....	"The Lion Roared"
Hoch, Edward D.....	"Zoo"
Irving, Washington.....	"The Legend of Sleepy Hollow"
Jackson, Shirley.....	"Charles"
Jackson, Shirley.....	"The Lottery"
Jacobs, W.W.	"The Monkey's Paw"
Polacco, Patricia	"The Keeping Quilt"
Pratt, Dorothy S.....	"A Trick of the Trade"
Raim, Martin	"The Cage"
Ritchie, Jack	"The Big Day"
Ross, Leonard Q.	"Cemetery Path"
Russell, Eric Frank	"Appointment at Noon"
Saki.....	"The Open Window"
Savage, John.....	"The Gateway"
Yolen, Jane	<i>Favorite Folktales From Around the World</i>
Zacks, Robert	"Underwater Test"

Nonfiction

Ahmedi, Farah.....	<i>The Story of My Life: An Afghan Girl on the Other Side of the Sky</i>
Engle, Margarita.....	<i>The Poet Slave of Cuba: A Biography of Juan Francisco Manzano</i>
Freedman, Russell.....	<i>Freedom Walkers: The Story of the Montgomery Bus Boycott</i>
Giblin, James Cross.....	<i>Good Brother, Bad Brother: The Story of Edwin Booth and John Wilkes Booth</i>
Greal, Lucy.....	<i>Autobiography of a Face</i>
Haney, Eric L.	<i>Inside Delta Force: The Story of America's Elite Counterterrorist Unit</i>
Oppenheim, Joanne.....	<i>Dear Miss Breed: True Stories of the Japanese American Incarceration During World War II and the Librarian Who Made a Difference</i>
Robertson, Jr., James I.	<i>Robert E. Lee: Virginian Soldier, American Citizen</i>
Thimmes, Catherine.....	<i>Team Moon: How 400,000 People Landed Apollo 11 on the Moon</i>
Walker, Paul Robert.....	<i>Remember Little Bighorn: Indians, Soldiers, and Scouts Tell Their Stories</i>

Poetry

Frost, Robert.....	"The Road Not Taken"
Ghigna, Charles.....	<i>A Fury of Motion</i>
Hughes, Langston.....	"Dreams"
Nelson, Marilyn.....	<i>Carver, a Life in Poems</i>
Nye, Naomi Shihab.....	<i>This Same Sky</i>
Poe, Edgar Allen.....	selections

Examples of Authors and Titles, Grades 9-12

Drama

Hansberry, Lorraine.....	<i>A Raisin in the Sun</i>
Miller, Arthur.....	<i>The Crucible</i>
Williams, Tennessee.....	<i>A Streetcar Named Desire</i>

Fiction – Novels

Achebe, Chinua.....	<i>Things Fall Apart</i>
Albom, Mitch.....	<i>Tuesdays with Morrie</i>
Alcott, Louisa May.....	<i>Little Women</i>
Austen, Jane.....	<i>Pride and Prejudice</i>
Baldwin, James.....	<i>Go Tell It on the Mountain</i>
Beatty, Patricia.....	<i>Lupita Mañana</i>
Birdsall, Jeanne.....	<i>The Penderwicks</i>
Brontë, Charlotte.....	<i>Jane Eyre</i>
Brown, Dee Alexander.....	<i>Bury My Heart at Wounded Knee</i>
Buck, Pearl.....	<i>The Good Earth</i>
Burns, Olive Anne.....	<i>Cold Sassy Tree</i>
Cather, Willa.....	<i>My Antonia</i>
Christie, Agatha.....	<i>Murder on the Orient Express</i>

Conrad, Joseph	<i>Lord Jim</i>
Conroy, Pat.....	<i>The Water is Wide</i>
Crane, Stephen	<i>The Red Badge of Courage</i>
Defoe, Daniel	<i>Robinson Crusoe</i>
Dillard, Annie.....	<i>Pilgrim at Tinker Creek</i>
Dostoevsky, Fyodor	<i>Crime and Punishment</i>
Doyle, Sir Arthur Conan	<i>The Hound of the Baskervilles</i>
Draper, Sharon	<i>Copper Sun</i>
Ellison, Ralph.....	<i>Invisible Man</i>
Faulkner, William.....	<i>As I Lay Dying</i>
Fitzgerald, F. Scott	<i>The Great Gatsby</i>
Flagg, Fannie.....	<i>Standing in the Rainbow</i>
Gaimon, Neil	<i>Anansi Boys</i>
Gaines, Ernest.....	<i>A Gathering of Old Men</i>
George, Anne	<i>This One and Magic Life</i>
Golding, William.....	<i>Lord of the Flies</i>
Hawthorne, Nathaniel.....	<i>The Scarlet Letter</i>
Hemingway, Ernest	<i>The Old Man and the Sea</i>
Houston, Jeanne Wakatsuki and James D. Houston.....	<i>Farewell to Manzanar</i>
Hughes, Langston.....	<i>The Best of Simple</i>
Hugo, Victor.....	<i>Les Misérables</i>
Hurston, Zora Neale	<i>Their Eyes Were Watching God</i>
James, Henry	<i>The Turn of the Screw</i>
Kerouac, Jack	<i>On the Road</i>
Kincaid, Jamaica	<i>Annie John</i>
Kingsolver, Barbara	<i>The Bean Trees</i>
Kingsolver, Barbara	<i>The Poisonwood Bible</i>
Lee, Harper.....	<i>To Kill a Mockingbird</i>
Márquez, Gabriel García	<i>One Hundred Years of Solitude</i>
Martinez, A. Lee.....	<i>Gil's All Fright Diner</i>
Melville, Herman	<i>Billy Budd</i>
Meyer, Stephenie.....	<i>Twilight</i>
Morrison, Toni	<i>Song of Solomon</i>
Nelson, Marilyn.....	<i>A Wreath for Emmett Till</i>
Nye, Robert	<i>Beowulf: A New Telling</i>
Orwell, George.....	<i>Animal Farm</i>
Perry, Anne	<i>The Cater Street Hangman</i>
Potok, Chaim.....	<i>The Chosen</i>
Proulx, Annie	<i>The Shipping News</i>
Shelley, Mary	<i>Frankenstein</i>
Sinclair, Upton	<i>The Jungle</i>
Spiegelman, Art.....	<i>Maus</i>
Stowe, Harriet Beecher.....	<i>Uncle Tom's Cabin</i>
Walter, Jess	<i>The Zero</i>
Whitcomb, Laura.....	<i>A Certain Slant of Light</i>
Wolff, Virginia Euwer.....	<i>Make Lemonade</i>

Fiction – Short Stories

Capote, Truman	“A Christmas Memory”
Capote, Truman	“A Thanksgiving Visitor”
Gordimer, Nadine.....	<i>Collected Stories</i>
Hurston, Zora Neale	<i>The Complete Stories</i>

Nonfiction

Branch, Taylor.....	<i>At Canaan's Edge: America in the King Years</i>
Carson, Rachel	<i>Silent Spring</i>
Emerson, Ralph Waldo.....	<i>Essays</i>
Wiesel, Elie	<i>Night</i>

Poetry

Angelou, Maya	<i>The Complete Collected Poems of Maya Angelou</i>
Baraka, Imamu Amiri.....	<i>Blues People</i>
Clifton, Lucille	<i>The Book of Light</i>
Dove, Rita	<i>The Darker Face of the Earth</i>
Homer.....	<i>The Iliad</i>

Alabama High School Graduation Requirements

(Alabama Administrative Code 290-3-1-02(8)(a) (b) and (c))

1. COURSE REQUIREMENTS

The Alabama courses of study shall be followed in determining minimum required content in each discipline. Students seeking the Alabama High School Diploma with Advanced Academic Endorsement shall complete advanced level work in the core curriculum. Students seeking the Alternate Adult High School Diploma shall complete the prescribed credits for the Alabama High School Diploma and pass the test of General Education Development (GED).

COURSE REQUIREMENTS	Alabama High School Diploma Credits	Alabama High School Diploma with Advanced Academic Endorsement Credits	Alternate Adult High School Diploma Credits
ENGLISH LANGUAGE ARTS	4	4	4
Four credits to include the equivalent of: English 9 English 10 English 11 English 12	1 1 1 1	1 1 1 1	1 1 1 1
MATHEMATICS	4	4	4
Four credits to include the equivalent of: Algebra I Geometry Algebra II with Trigonometry Mathematics Elective(s)	1 1 1 2	1 1 1 1	1 1 1 2
SCIENCE	4	4	4
Four credits to include the equivalent of: Biology A physical science Science Electives	1 1 2	1 1 2	1 1 2
SOCIAL STUDIES*	4	4	4
Four credits to include the equivalent of: Grade 9 Social Studies Grade 10 Social Studies Grade 11 Social Studies Grade 12 Social Studies	1 1 1 1	1 1 1 1	1 1 1 1
PHYSICAL EDUCATION	1	1	1
HEALTH EDUCATION	0.5	0.5	0.5
ARTS EDUCATION	0.5	0.5	0.5
COMPUTER APPLICATIONS**	0.5	0.5	0.5
FOREIGN LANGUAGE***		2	
ELECTIVES	5.5	3.5	5.5
Local boards shall offer foreign languages, fine arts, physical education, wellness education, career/technical education, and driver education as electives.			
TOTAL CREDITS	24	24	24

* All four required credits in Social Studies shall comply with the current *Alabama Course of Study*.

** May be waived if competencies outlined in the computer applications course are demonstrated to qualified staff in the local school system. The designated one-half credit shall then be added to the electives credits, making a total of six electives credits for the Alabama High School Diploma and the Alternate Adult High School Diploma or four electives credits for the Alabama High School Diploma with Advanced Academic Endorsement.

*** Students earning the diploma with the advanced academic endorsement shall successfully complete two credits in the same foreign language.

2. ASSESSMENT REQUIREMENTS

Pass the required statewide assessment for graduation.

Alabama High School Graduation Requirements (continued)

(Alabama Administrative Code 290-3-1-.02(8)(g)1.)

Course and assessment requirements specified below must be satisfied in order to earn the Alabama Occupational Diploma.

1. COURSE REQUIREMENTS

Effective for students with disabilities as defined by the *Individuals with Disabilities Education Act*, students must earn the course credits outlined in *Alabama Administrative Code* r. 290-3-1-.02(8)(g)1.

COURSE REQUIREMENTS	Alabama Occupational Diploma Credits
ENGLISH LANGUAGE ARTS	4
*Four credits to include the equivalent of: English I English II English III English IV	1 1 1 1
MATHEMATICS	4
*Four credits to include the equivalent of: Math I Math II Math III Math IV	1 1 1 1
SCIENCE	4
*Four credits to include the equivalent of: Science I Science II Science III Science IV	1 1 1 1
SOCIAL STUDIES	4
*Four credits to include the equivalent of: Social Studies I Social Studies II Social Studies III Social Studies IV	1 1 1 1
CAREER/TECHNICAL EDUCATION	2
COORDINATED STUDIES	1
COOPERATIVE CAREER/TECHNICAL EDUCATION	1
HEALTH EDUCATION	0.5
PHYSICAL EDUCATION	1
ARTS EDUCATION	0.5
ELECTIVES	2
Existing laws require LEAs to offer arts education, physical education, wellness education, career/technical education, and driver education as electives.	
TOTAL CREDITS	24

* All AOD credits shall comply with the current curriculum guides designated for AOD implementation. Local Education Agencies may add additional credits or requirements.

2. ASSESSMENT REQUIREMENTS

Take the required statewide assessment for graduation at least once (during the spring of the eleventh-grade year).

Guidelines and Suggestions for Local Time Requirements and Homework

Total Instructional Time

The total instructional time of each school day in all schools and at all grade levels shall be not less than 6 hours or 360 minutes, exclusive of lunch periods, recess, or time used for changing classes (*Code of Alabama*, 1975, §16-1-1).

Suggested Time Allotments for Grades 1-6

The allocations below are based on considerations of a balanced educational program for Grades 1-6. Local school systems are encouraged to develop a general plan for scheduling that supports interdisciplinary instruction. Remedial and/or enrichment activities should be a part of the time schedule for the specific subject area.

<u>Subject Area</u>	<u>Grades 1-3</u>	<u>Grades 4-6</u>
Language Arts	150 minutes daily	120 minutes daily
Mathematics	60 minutes daily	60 minutes daily
Science	30 minutes daily	45 minutes daily
Social Studies	30 minutes daily	45 minutes daily
Physical Education	30 minutes daily*	30 minutes daily*
Health	60 minutes weekly	60 minutes weekly
Technology Education (Computer Applications)	60 minutes weekly	60 minutes weekly
Character Education	10 minutes daily**	10 minutes daily**
Arts Education		
Dance	<i>Daily instruction with certified arts specialists in each of the arts disciplines is the most desirable schedule. However, schools unable to provide daily arts instruction in each discipline are encouraged to schedule in Grades 1 through 3 two 30- to 45-minute arts instruction sessions per week and in Grades 4 through 6 a minimum of 60 minutes of instruction per week. Interdisciplinary instruction within the regular classroom setting is encouraged as an alternative approach for scheduling time for arts instruction when certified arts specialists are not available.</i>	
Music		
Theatre		
Visual Arts		

*Established by the State Department of Education in accordance with *Code of Alabama*, 1975, §16-40-1

**Established by the State Department of Education in accordance with *Code of Alabama*, 1975, §16-6B-2(h)

Kindergarten

In accordance with *Alabama Administrative Code* r. 290-5-1-.01(5) Minimum Standards for Organizing Kindergarten Programs in Alabama Schools, the daily time schedule of the kindergartens shall be the same as the schedule of the elementary schools in the systems of which they are a part since kindergartens in Alabama operate as full-day programs. There are no established time guidelines for individual subject areas for the kindergarten classroom. The emphasis is on large blocks of time that allow children the opportunity to explore all areas of the curriculum in an unhurried manner.

It is suggested that the full-day kindergarten program be organized utilizing large blocks of time for large group, small groups, center time, lunch, outdoor activities, snacks, transitions, routines, and afternoon review. Individual exploration, small-group interest activities, interaction with peers and teachers, manipulation of concrete materials, and involvement in many other real-world experiences are needed to provide a balance in the kindergarten classroom.

Grades 7-12

A minimum of 140 clock hours of instruction is required for one unit of credit and a minimum of 70 clock hours of instruction is required for one-half unit of credit.

In those schools where Grades 7 and 8 are housed with other elementary grades, the school may choose the time requirements listed for Grades 4-6 or those listed for Grades 7-12.

Character Education

For all grades, not less than 10 minutes instruction per day shall focus upon the students' development of the following character traits: courage, patriotism, citizenship, honesty, fairness, respect for others, kindness, cooperation, self-respect, self-control, courtesy, compassion, tolerance, diligence, generosity, punctuality, cleanliness, cheerfulness, school pride, respect of the environment, patience, creativity, sportsmanship, loyalty, and perseverance.

Homework

Homework is an important component of every student's instructional program. Students, teachers, and parents should have a clear understanding of the objectives to be accomplished through homework and the role it plays in meeting curriculum requirements. Homework reflects practices that have been taught in the classroom and provides reinforcement and/or remediation for students. It should be student-managed, and the amount should be age-appropriate, encouraging learning through problem solving and practice.

At every grade level, homework should be meaning-centered and mirror classroom activities and experiences. Independent and collaborative projects that foster creativity, problem-solving abilities, and student responsibility are appropriate. Parental support and supervision reinforce the quality of practice or product as well as skill development.

Each local board of education shall establish a policy on homework consistent with the State Board of Education resolution adopted February 23, 1984. (Action Item #F-2)

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English Language Proficiency Standards for English Language Learners in Kindergarten Through Grade 12. Madison, Wisconsin: World-class Instructional Design and Assessment Consortium, February 2004.

Kapusnick, Regina A. and Christine M. Hauslein. “The ‘Silver Cup’ of Differentiated Instruction.” *Kappa Delta Pi Record*, 37 (4), Summer 2001, pp. 156-159.

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Standards for the English Language Arts. Urbana, Illinois: National Council of Teachers of English and the International Reading Association, 1996.

GLOSSARY

Approximate spellings. Young children’s best efforts at correct or conventional spelling based on such aspects as sound and visual pattern.

Clustering. A brainstorming process used in prewriting that generates ideas about a stimulus word until a visual pattern suggests an organizational pattern. See *webbing or mapping*.

Cognitive process. Process by which readers, writers, and viewers actively construct meaning as they engage with printed or performed text by organizing, selecting, and connecting information; making inferences; and interpreting.

Constructing meaning. Engaging one’s thinking or cognitive processes with written text, film or videos, speech, drama, or other presentations so that the expressions of another become meaningful to the reader, listener, or viewer. When an individual brings a unique set of experiences, vocabulary, understandings, connotations, and attitudes (prior knowledge) to the interpretation of an expression, that individual constructs a personal meaning that probably includes the basic intended “message” but also includes a somewhat unique sense of what is significant in the expression.

Context clues. Those clues to meaning provided by the context of an unfamiliar word. Generally clues to meaning provided by surrounding words; however, specific clues include (1) a familiar synonym within the sentence or in the previous or succeeding sentence; (2) a familiar antonym in the sentence or nearby; and (3) an actual explanation or definition provided in an appositive, clause, or sentence that follows.

Conventions of writing. Usually spelling, punctuation, indentation, and placement or arrangement of parts of a letter such as inside address and closing; sometimes used in a broader sense to include grammar and usage.

Critical reading. Questioning assumptions, exploring perspectives, and critiquing as one reads.

Critical thinking. The thought processes characteristic of criticism, creativity, and logic in reading or in contemplating the content of various disciplines.

Decodable books or text. Books written specifically for students to practice sound-symbol relationships rather than to enjoy the story, character, or ideas.

Denouement. The solution or unraveling of the plot of a novel or play. Common usage equates it with the conclusion of any narrative sequence of events.

Environmental text. Written materials encountered in everyday activities.

Etymology. The origin and development of a word or linguistic form, shown by determining its basic elements, earliest known use, and changes in form or meaning and tracing its movement from one language to another. (Also, the branch of linguistics that deals with etymologies.)

Expository text. Writing that provides information by exposing details, explaining, or elucidating. Expository text is normally associated with subject-area textbooks (textual writing) or essays.

Fallacies in logic. Errors in logical thought committed both unintentionally and intentionally.

Functional reading materials. Practical written materials such as directions for assembly. Often a response to the reading is required, or a needed action depends upon comprehending the functional text.

Genre. The specific category of written works in which any selection would fall based on characteristics. Traditional categories are poetry, novels, short stories, drama, and prose. Current usage sometimes includes other overlapping classifications such as science fiction, nonfiction, biography, and fables.

Grammar. The means by which the different components of language are regularly put together in groups of sounds and written symbols so that ideas, feelings, and images can be communicated. The study of, or collection of, facts about the regular structure of sentences in a particular language. Sometimes grammar is used to include what is more commonly considered usage (word form, word choice, and pronunciation).

Graphophonemic. Pertaining to the complex relationships between the letters, letter shapes, and spelling patterns (graphic representation) and the sounds of a language (phonological representation).

High-frequency words. Those words frequently occurring in any writing, regardless of author or topic, including *the, an, and, of, when, and before*. Thus, most of them are included among the sight words taught in the beginning grades over and above phonetic analysis, structural analysis, language experience, or other components of reading instruction.

Hook. An attention-getting opener at the beginning of a piece of writing.

Informational reading materials. Text generally read to gain information, including textual materials such as subject-area textbooks and encyclopedias. Many sections of newspapers and magazines are informational reading materials.

Literary works or text. Written materials of the traditional genres, such as novels and poems, as well as nonfiction texts, such as essays, and recreational reading materials such as trade books.

I-Search. An informal research paper that is based on autobiographical information.

Mechanics. Capitalization and punctuation.

Media. The various physical means through which information is communicated, including newspapers, film, books, and television. Also the means by which aesthetic forms are created such as oil paintings, sculptures, and silkscreens.

Mode. A category based on characteristics of purpose and organization. Four common writing modes are narrative, which tells a story chronologically; descriptive, which expresses the nature or image of something or someone with several optional patterns; expository, which explains a position on an issue, explains a process, or reveals the facts about a topic; and persuasive, which attempts to influence the reader to agree with the position taken. Persuasive writing is usually a specialized type of expository writing. A composition in any mode may have qualities primarily associated with any other(s) and is classified by its primary purpose and characteristics.

Modeling. Setting an example, such as the teacher writing when students are asked to write. Explaining by showing or expressing detailed mental processes, such as the teacher or a student describing in detail the mental operations or steps involved when a main idea is determined.

Nominative absolute. A part of a sentence that is unconnected grammatically to the rest of the sentence and consists of a noun and a participial phrase. This structure is not frequently used but is considered to be correct. (Example: "The bait being back in the tent, we weren't able to fish.")

Parse. To show the functions of sentence parts and their relationship to each other. Subjects are underlined once, verbs twice; prepositional phrases are enclosed in parentheses, clauses in brackets; lines with arrows are drawn to show what adjectives and adverbs modify. Other major parts are marked with initials above the word or clause (DO, IO, PN, PA).

Phonemes. The smallest segments of sounds in the English language such as the *s* sound in *swim* or the *i* sound in *bite*.

Phonemic awareness. Familiarity with the separate sounds in a language.

Phonics. A method of reading instruction or a part of reading instruction that teaches students to associate the sounds of speech with the letters, letter combinations, and patterns of letters in print.

Predictable books. Children's books in which a sequence of events or pronunciation of a word can be predicted by patterns of rhyme, rhythm, or repetition.

Real-world experiences or activities. Those experiences that will actually be required in the world beyond the school so student work is meaningful and does not seem pointless or artificial. Examples would be writing letters to the editor or thank-you notes that are actually mailed as opposed to a contrived situation in which an audience is imagined, but the teacher is the only one who reads the message.

Recreational reading materials. Text having the nature of writings commonly read for pleasure or pastime such as short stories, novels, poetry, or certain types of magazines.

Recursive. Circular; requiring or inviting the returning to a previous step.

Response journals or literary response journals. Types of learning logs. These may be of two kinds. The response journal most frequently refers to a journal developed through periodic activities designed to get ideas about various topics on paper. The literary response journal is for recording ideas and feelings while reading or immediately afterwards. These may be free responses; or the teacher may provide specific questions, topics, or issues.

Rubric. A set of descriptions of quality or several degrees of achievement by which something is judged. In evaluating compositions, a rubric might describe what papers with a score of 1, 2, 3, and 4 are like; in a classroom presentation, a rubric might describe the qualities of superior, adequate, poor, and unsatisfactory presentations.

Semantic. Having to do with meaning.

Structural analysis. Study of the aspects of a word that relate to its parts such as prefixes, root words, and syllables.

Syntactic cues. Clues to word meaning gained from the arrangement or order of words.

Syntax. The grammatical structure of a sentence. Placement and order of sentence parts.

Tone. The author's attitude about the topic or about the audience.

Thesis. An introductory statement that summarizes the content of an essay or term paper by stating the conclusion or main idea to be developed. (Example: A complete college education includes much more than academics alone.)

Trade books. Books published for distribution to the general public through booksellers as distinguished from textbooks or limited editions. Contemporary novels, as distinguished from classics, that are popular among students.

Traditional school grammar. Grammar influenced more by Latin-based rules than by rules developed from usage; more prescriptive than descriptive. Traditional school grammar does not reflect modern linguistics, transformational grammar, or other grammars that are more descriptive of educated usage than prescriptive.

Usage. Manner in which the language of a speech community is actually used by its members. The conventions of word choice and word form rather than the conventions of agreement or sentence structure, which are usually considered to be grammar. Some use either term to include the other. In this document, a distinction is made between the two terms.

Voice or writer's voice. The unique flavor or style given to writing that comes from the author's word choice, sentence structures, and dialogue. It reveals the author or the author's convictions and personality to the reader.

Webbing or mapping. Making a graphic depiction of the content and organization of a paragraph, essay, or speech; for example, a circle in the center might contain the main topic, while smaller circles around and connected to the center identify the subtopics. Mapping or webbing may be done as planning for writing or as analysis of an existing composition. (This mapping of the structure of primary topics may continue as long as details of any topic are given in the writing; thus, it may resemble a web in a complex composition.) See clustering.

Word bank or word wall. A list or collection of words made by an individual or a group. These lists may be of two kinds. The most common is a list of words made as a prewriting experience in which all words related to the topic that come to mind are listed and then categorized. The other list consists of words the individual has checked in a dictionary because they were unfamiliar. It functions as a short personalized dictionary.

Writing process. Procedure or stages to be followed in the creation of a paper that involves several steps: 1) prewriting, 2) drafting, 3) revising, 4) editing, and 5) publishing. The steps are exclusive of one another, one flowing into the other. The steps are also recursive.

